DOCUMENT RESUME

ED 167 278 PS 010 428

AUTHOR Forsberg, Sara J.; And Others
TITLE Comp Curriculum.
INSTITUTION Pennsylvania State Univ., University Park.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE 77
GRANT G007402712
NOTE 245p.; For related document, see PS 010 404

EDRS PRICE MF-$0.83 HC-$12.71 Plus Postage.
DESCRIPTORS *Behavioral Objectives; *Communication Skills; Curriculum Design; *Developmental Tasks; Handicapped Children; Infants; *Motor Development; Preschool Education; *Problem Solving; *Self Care Skills
IDENTIFIERS *Project HICCMP

ABSTRACT

This document provides lists of behavioral objectives intended to be used in planning learning experiences for children from birth to age 5. The objectives are arranged by age level under four general areas or domains: communication, self-care, motor and problem solving. Since basic objectives are included, the lists are also appropriate for minimally functioning children. The objectives are intended to assist the user in three areas: planning over-all educational programs for children, planning day-to-day learning experiences, and recording and evaluating children's progress. (A curriculum guide to be used with these objectives is a separate volume.) (Author/BH)

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ED167274

Comp Curriculum

Sara J. Forsberg, John T. Neisworth, Karen W. Laub

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The HICOMP Preschool Project is supported in part through funds provided by the Bureau for the Education of the Handicapped. Grant #G00-74-02712.

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Introduction

The HICOMP curriculum is designed to help you work with both handicapped and nonhandicapped children. It provides a comprehensive sequence of objectives to use in planning learning experiences. The curriculum is designed to help you plan overall educational programs for children as well as day-to-day lesson plans.

The objectives that make up the curriculum are arranged in an order that corresponds with the development sequence most children follow. These objectives have been distributed into four general areas, or domains: Communication or Language, Own-Care or Self-Help and Social Skills; Gross and Fine Motor; and Problem-Solving or Cognitive. Because the curriculum covers a broad range of objectives in each of these domains, you can use it to enhance children's development in all areas, not just in areas where they appear to have delays. Also, since the curriculum includes objectives appropriate for children from birth to 5 years, you will find it helpful in working with both nonhandicapped and handicapped children functioning within this age range. In addition, the curriculum can be used with an individual child, a small group, or large group.

To further help you plan lessons and learning experiences, the curriculum provides information which will help you choose appropriate teaching strategies and methods of recording and evaluating children's progress.

Domain and year level are listed at the top of each page of the curriculum. The code number in column 1 indicates the domain, the year, the subdomain which is simply a "broad skill area" within each domain, and the general objective. The general objective is printed in column 2. It serves as a starting point for you to identify the specific goal(s) for your lesson plan. The child's entry level skills should be marked in column 3. In columns 4 and 5, you can record the date when instruction began and ended on a specific objective. Specific teaching strategies (column 6) are recommended for each objective. It is not essential that you use the recommended strategy, but this notation in column 6 indicates which of the strategies described in the COMP Curriculum Guide have been field tested and found appropriate. Similarly, the evaluation techniques listed in column 7 are optional. You may supplement or substitute another means of determining whether a child has achieved a given objective. The remaining columns are self-explanatory.

COMMUNICATION - Year 1 - Page 1

Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7			
Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Techniques	Comments:	Activities:	Materials:
C-1-1.1	Vocalizes a pleasant sound				1,3	3			

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-1-1	Language Related Play						
C-1-1.1	Vocalizes a pleasant sound				1,3	3	
C-1-1.2	Vocalizes frequently				1,3	3	
C-1-1.3	Vocalizes varied sounds				1,3	11	
C-1-1.4	Repeats particular sounds (e.g., ah-goo)				1,3	3	
C-1-1.5	Varies loudness, pitch, and speed of sounds playfully				1,3	11	
C-1-1.6	Laughs when played with (e.g., in familiar game)				1,3	11	
C-1-1.7*	Vocalizes amusing sounds (e.g., coughs, animal sounds)				1,3	11	
C-1-1.8	Repeats syllables over and over (e.g., di-di-di, da-da-da-da)				1,3	11	
C-1-1.9	Repeats performance laughed at				1	11	
C-1-1.10	Babbles or hums along with the rhythm of a game or with music				1,3	11	
C-1-1.11	Uses jargon with toys or persons				1,3	11	
C-1-1.12	Cooperates in game (e.g., during "pat a cake")				1	11	
C-1-2	Self Expression						
C-1-2.1*	Attracts attention of the caregiver				1	3	
C-1-2.2*	Babbles back to people and reacts with discomfort to unresponsiveness				1	3	
C-1-2.3	Smiles or brightens at faces and voices				1,3	3	

*Items which are duplicated in other areas of the Curriculum.

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-1-2.4*	Communicates mood						
C-1-2.5	Shows activity preferences by smiles and anticipatory movements				1	11	
C-1-2.6*	Complains about loss of a toy or departure of the caregiver				1	3	
C-1-2.7*	Rejects strangers initially but adapts over time				1	7	
C-1-2.8	Uses "mama", "dada", or equivalent names with evidence of meaningfulness				1,3	3	
C-1-2.9	Uses exclamations (e.g., "oh-oh")				1,3	3	
C-1-2.10*	Uses a word as an emotional comment				1,3	3	
C-1-3	Language Responding						
C-1-3.1	Startles upon sound				4	7	
C-1-3.2*	Responds to sound				4	7	
C-1-3.3*	Soothed by voice				9	6	
C-1-3.4	Discriminates vocal sound changes (e.g., among different pitches, persons, and phonemes)				11	8	
C-1-3.5*	Anticipates familiar movement (e.g., in being picked up)				9	11	
C-1-3.6*	Responds to inflections (e.g., inhibits response or looks apprehensive upon hearing an angry tone of voice)				11	8	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-1-3.7*	Responds with recognition when his/her name is stated (e.g., stops activity and listens when he hears his name)				11	3	
C-1-3.8*	Recognizes other familiar words (e.g., looks toward common object or family member named)				11	3	
C-1-3.9	Responds to a simple, familiar signal with appropriate behavior (e.g., gives toy upon request or waves when "bye-bye" is stated)				11,6,7	3	
C-1-3.10	Responds to a complex, familiar signal with appropriate behavior (e.g., answers the rote question "How big are you?" by putting arms over head)				11,6,7	3	
C-1-3.11*	Indicates "no" or "yes" when asked a question				5	3	
C-1-4	Imitation Related to Language						
C-1-4.1*	Repeats model who imitates him/her				3,5	3	
C-1-4.2*	Imitates novel non-speech sounds (e.g., lip smacking, kisses, coughs)				3,5	11	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-1-4.3*	Imitates motor behaviors that are already part of the child's capabilities (e.g., waves "bye-bye" when someone else waves "bye-bye")			3,6	3		
C-1-4.4*	Imitates familiar words			3,5	3		
C-1-4.5*	Spontaneously uses an appropriate behavior through delayed imitation (e.g., says "ahh" to doll or initiates "peek-a-boo")			3,5	11		
C-1-4.6*	Imitates novel but simple behaviors			3	3		
C-1-4.7*	Imitates novel words			3,5	3		
C-1-5	Language Related Attention						
C-1-5.1*	Shuts down response to repeated sounds			1	6		
C-1-5.2*	Head turns to sound			11	6		
C-1-5.3*	Briefly sustains gaze at speaker			1	5		
C-1-5.4*	Glances from one object or person to another			1	10		
C-1-5.5*	Looks around for visually-removed speaker			1,11	10		
C-1-5.6*	Looks at simple pictures in a book			1	5		
C-1-5.7	Turns the pages of a picture book (with assistance in separating pages if necessary)			6	1/8		

Objective Number	General Objective		Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-2-1	Language-Related Play						
C-2-1.1	Shows or offers toy to adult or peer				1,3	10	
C-2-1.2	Initiates a game (e.g., starts "pat-a-cake")				1,3	10	
C-2-1.3	Provides appropriate vocal responses in accompaniment to a game				1,3	4	
C-2-1.4*	Assumes a familiar role (e.g., pretends to clean house)				1,3	10	
C-2-1.5	Assumes one role in a game which involves two roles (e.g., hide and seek)				1,3	8	
C-2-1.6	Reverses roles in a game				1,3	8	
C-2-2	Self Expression						
C-2-2.1*	Uses gestures to make wants known				1,3	11	
C-2-2.2*	Uses speech to attract attention				1,3	11	
C-2-2.3*	Demonstrates affection by hugging (e.g.)				1,3	10	
C-2-2.4	Names several objects				1,3	3	
C-2-2.5	Makes one word requests				1,3	3	
C-2-2.6*	Expresses gratitude				1,3	10	
C-2-2.7	Narrows use of a word so that it is used more appropriately (e.g., no longer calls all men "dada")				11,3	4	
C-2-2.8	Describes or designates an object (e.g., "hot" or "that")				11,3	3	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-2-2.9	Names, directs, or describes an action (e.g., "sit", "sitting", "now", or "up")				3	3	
C-2-2.10	Uses real two-word combinations				2,3	3	
C-2-2.11	Uses varied forms of word combinations (e.g., location, possession, nonexistence, negation, questions, action-recipient)				2,3	3	
C-2-2.12	Uses 50 words				3	3	
C-2-3	Language Responding						
C-2-3.1*	Indicates object named in response to "Where is ___? or "show me the ___" (e.g., shows shoe or points to hair)				3,6	3	
C-2-3.2*	Names an object singly presented in response to "What's this?" or a person in response to "Who's that?"				3	3	
C-2-3.3	Follows a simple command relating two objects or an object to a person (e.g., "Give me the cup." or "Put the block in the cup.")				4,6	3	
C-2-3.4*	Points to pictured object (within an array) in response to "Where is ___?" or "Show me the ___?"				11,3	3	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-2-3.5*	Goes to location specified (e.g., "Go to your bedroom")			3,6	3		
C-2-3.6*	Names a picture (singly presented) in response to "What's this?" or "Who's that?"			3	3		
C-2-3.7*	Indicates self when asked "Who's (child's name)?"			3	3		
C-2-3.8*	Names a picture (within an array) in response to "What's this" or "Who's that?"			3	3		
C-2-3.9*	Selects an object named from among an array			3	3		
C-2-3.10*	Can answer questions in the form "What's _____ doing?"			3	3		
C-2-3.11*	Gives first name when asked, "What is your name?"			3,5	3		
C-2-3.12	Understands the meaning of some personal pronouns (e.g., differentiates "Give it to her." from "Give it to me.")			11,3	11		
C-2-3.13*	Remembers and correctly completes two simple related directions (e.g., "Go to your room and bring back a book to me.")			2,5	3		
C-2-4	Imitation Related to Language						

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-2-4.1*	Imitates a familiar complex behavior (e.g., one involving a limb and an object) when given the signal, "(child's name), do this" and a model (e.g., throwing a ball, hitting one's head)				3,6	4	
C-2-4.2*	Imitates a novel complex behavior				3,6	3	
C-2-4.3*	Imitates a combination of a motor and speech or pre-speech sound when given the signal, "(child's name), do this"				3,5,6	4	
C-2-4.4*	Imitates gross motor behaviors reliably				3,6	3	
C-2-4.5*	Imitates fine motor behaviors reliably				3,6	3	
C-2-4.6*	Imitates speech reliably				3,5	4	
C-2-5	Language Related Attention						
C-2-5.1*	Understands and responds to the direction, "Look at me"				4,6	3	
C-2-5.2*	Varies gaze conversationally when speaking				4	8	
C-2-5.3*	Sits when asked to do so (e.g., teacher points to chair, puts finger up to mouth as if to say, "shh", and says, "(child's name), sit down and be quiet"				11,6	4	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-2-5.4	Looks at a distant object when his attention is directed to it by parent or teacher (e.g., when teacher holds up a doll and says, "see the doll.")				4	4	
C-2-5.5*	Looks at named objects within an array				4	4	
C-2-5.6*	Looks at pictured object in an array as it is named (one word) by parent or teacher				4	4	
C-2-5.7*	Attends to longer verbalizations when they are accompanied by frequent descriptive actions (attention is defined by the child's looking at the parent or teacher and not engaging in other behavior) (e.g., action songs and finger play rhymes)				4,1	5	
C-2-5.8*	Attends to longer verbalizations not accompanied by descriptive actions (e.g., the reading of a brief story from a picture book)				4,1	5	

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Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-3-1	Language Related Play						
C-3-1.1	Performs some short phrases of a rhyme or song (e.g., Mary had a little lamb)				2,3	4	
C-3-1.2	Talks for a doll or puppet				1,3	10	
C-3-1.3	Performs some motions of a song, rhyme or finger play (e.g., Itsy, Bitsy Spider)				2,3	4	
C-3-1.4	Recites several phrases and performs motions to simple songs or rhymes				2,3	4	
C-3-1.4	Recites several phrases and performs motions to several songs or rhymes				2,3	4	
C-3-1.6	Grossly matches pitch of words and sounds (high/low)				11,1	10	
C-3-1.7	Grossly matches volume of words and sounds (high/soft)				11,1	10	
C-3-1.8	Vocalizes "singing" songs or sounds independently				1	10	
C-3-1.9	Responds differentially to music, e.g., "dances," "sings," claps				1	10	
C-3-1.10	Participates in simple group song games, e.g., Ring Around the Rosie				2,3	3	
C-3-1.11	Reverses roles in simple games involving language, e.g., tickles someone while saying "Creep mousie, creep mousie from barn to the housie."				2,3	10	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-3-1.12	In role-playing familiar persons, uses role appropriate language during dramatic play, e.g., "Mothers" a baby doll, saying "Eat your soup"				1,3	10	
C-3-1.13	Participates in group "sings"				1,2,3	3	
C-3-2	Self Expression						
C-3-2.1	Combines several parts of speech (nouns, objects, verbs, and/or modifiers) to make 3-4 word statements, e.g., "Eat more cake", "Mary eat cake", "Milk all gone".				2,5	3	
C-3-2.2	Speaks clearly enough for most persons to understand				1,5	8	
C-3-2.3	Uses compound sentences				2,5	3	
C-3-2.4	Uses speech to identify concrete objects and events in immediate environment				3,5	3	
C-3-2.5	Appropriately verbalizes common social conventions without an adult's prompting. E.g., "Hello", "Thank you"				1	4	
C-3-2.6	Asks 3-4 word questions				3,5	3	
C-3-3	Language Responding						
C-3-3.1	Responds with an action word when asked, "What's ____ doing?"				1,3	3	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-3-3.2	Answers specific information questions about self, e.g., "How old are you?"			3,5	3		
C-3-3.3	Reliably follows simple 2-step adult directions, e.g., "Pick it up then give it to Daddy."			3,5	3		
C-3-3.4	Answers with first and last names when asked, "What is your name?"			3,5	3		
C-3-3.5	Recites short rhymes or sings songs on request			2,3,5	3		
C-3-3.6	Responds with modifiers when asked to describe people or events, e.g., "How does the stove feel?" "hot"			3,5	3		
C-3-3.7	Responds with a verb when asked, "What are you doing?" e.g., "I'm washing"			3,5	3		
C-3-4	Imitation Related to Language						
C-3-4.1	Imitates complex single words (e.g., compound words, 2 and 3 syllabled words)			2,3	3		
C-3-4.2	Imitates two-word combinations of nouns, verbs, & modifiers (e.g., "ball go", "get big", "sick baby")			2,3	3		
C-3-4.3	Imitates three word combinations consisting of nouns, verbs, modifiers, & objects e.g., "Mommy plays ball."			2,3	3		

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-3-4.4	Imitates sentences of up to 6 words in length			2,3	3		
C-3-4.5	Articulates these sounds correctly: ŏ ē ōo ĕ ā ur oi ŭ o͝o ō ī ou m b t d w ă n- h- p- k- -m- -n- -b-			3	8		
C-3-4.6	Imitates 3 to 4 word phrases with expression appropriate for a question			2,3	4		
C-3-5	Language Related Attention						
C-3-5.1	Attends to simple concrete statements or statements involving self			4	5		
C-3-5.2	Looks at pictured objects and events as teacher reads or tells about them.			4	5		
C-3-5.3	Attends to longer verbalizations not accompanied by descriptive actions, e.g., looks at picture book or reader while being read a short picture story book			1,4	5		
C-3-5.4	Attends to short, colorful film or show, e.g., segment of Sesame Street			1,4	5		
C-3-5.5	Attends briefly to adult conversations concerning child and/or concrete events, e.g., listens to a description of the snowman made at recess time.			1,4	5		

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-3-5.6	Listens to short familiar records				1,4	5	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-4-1	Language Related Play						
C-4-1.1	Performs all hand motions and/or phases of songs or rhymes, e.g., Twinkle, Twinkle, Little Star				2,5,6	4	
C-4-1.2	Role plays more remote roles e.g., fireman, grocer				2,5,6	10	
C-4-1.3	Provides direction to others during role playing				5,1	10	
C-4-1.4	Follows direction of another during role playing				5,6	3	
C-4-1.5	"Guesses" appropriately during verbal quessing games, e.g., when asked "Can you guess what I have in my hand?"				4,10	3	
C-4-1.6	Participates in more complex group games involving roles and reversals, e.g., "Did you ever see a Lassie", "The Farmer in the Dell"				2,5,6	3	
C-4-1.7	Closely approximates adult pitches that are well within those the child typically uses				11,3	8	
C-4-1.8	Closely approximates adult volumes that are well within those the child typically uses					8	
C-4-1.9	Accompanies rhythm of song by clapping hands				3,4	3	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-4-1.10	Accompanies rhythm of song by playing a simple instrument				3,4	3	
C-4-1.11	Begins to reproduce a melody line sung by another				3	10	
C-4-1.12	Sings as plays rhythm to a song				3	10	
C-4-1.13	Participates reliably in group "rhythm bands"				3,6	3	
C-4-1.14	Closely approximates another's speech rate in short song or spoken sentences				3	10	
C-4-2	Self Expression						
C-4-2.1	Uses prepositions in combinations with several other parts of speech in talking e.g., "baby get up"				2,3	3	
C-4-2.2	Uses articles (a, an, the) in combination with other parts of speech in talking (e.g., "see the clown")				2,3	3	
C-4-2.3	Often speaks in complete sentences				2,3	3	
C-4-2.4	Begins to use past tense				3	3	
C-4-2.5	Uses sentences of 4-8 words in length				2,3	3	
C-4-2.6	Begins to use language to describe imaginary events				1,5,3	3/10	
C-4-2.7	Uses language for describing and requesting				1,3	3/10	
C-4-2.8	Uses words having abstract meanings, e.g., angry, difficult				1,3	3/10	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-4-2.9	Uses both generic and specific names for objects and events, e.g., "It is an animal", "It is a horse"				3	11	
C-4-2.10	Shares (during conversation or show and tell) information about activities or events experienced				5	8	
C-4-2.11	Retells stories of actual events or from books				5	8	
C-4-2.12	Requests favorite activities or objects by asking complete questions or making statements of preference, e.g., "Sesame Street is my favorite show"				5	3/8	
C-4-2.13	Expresses positive emotions, e.g., "I really like this game"				5	3/8	
C-4-3	Language Responding						
C-4-3.1	Names most of major body parts (e.g., arm, leg knee, ankle, elbows, etc.)				3,11	8	
C-4-3.2	Answers factual questions about remote events, objects, or pictures, e.g., while looking at a book and asked, "Where is Swimmy?", child answers "under the rock."				3	3	
C-4-3.3	Understands most adult language directed toward the child, e.g., follows most simple directions				4,5,6	4	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-4-3.4	Answers simple questions involving prediction of events in story or real-life situations, e.g., "What do you think Billy will do next?"				5	3	
C-4-3.5	Responds with correct prepositions (e.g., on, in on top of) when asked, "Where is _____?"				3,5	3	
C-4-3.6	Responds correctly to simple questions about own family, home, school				3,5	3	
C-4-4	Imitation Related to Language						
C-4-4.1	Imitates more elaborate combinations of parts of speech including conjunctions, articles, and prepositions, e.g., "the birdie flies up".				2,3	3	
C-4-4.2	Imitates three or four word phrases with expression appropriate for an exclamation				2,3	3	
C-4-4.3	Imitates a sequence of 2-3 sentences				2,3	4	
C-4-4.4	Imitates 3-4 syllabled words				2,3	3	
C-4-4.5	Articulates these additional sounds correctly: i -g- -p- -k- -p f_ _h_ _w_ _f_ _ph_				3	8	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-4-4.6	Imitates a simple, steady rhythm of clapping or beating, e.g., four quarter notes			3,4	8		
C-4-4.7	Imitates a short, simple melody line			2,3	8		
C-4-5	Language Related Attention						
C-4-5.1	Attends to picture story books with longer narratives			4,1	5		
C-4-5.2	Attends to clear pitch changes in music			4,11	8		
C-4-5.3	Attends to clear rhythm changes in music			4,11	8		
C-4-5.4	Attends to clear volume changes in music			4,11	8		
C-4-5.5	Attends to recorded or televised stories, music, etc., for 1/2 hour			4,1	5		
C-4-5.6	Attends to group conversations, e.g., at "sharing time", looks attentively from speaker to speaker			4,1	5		

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-5-1	Language Related Play						
C-5-1.1	Participates in simple board games involving turn taking, labeling, etc., e.g., Lotto, Candy Land				3,5,6	5/10	
C-5-1.2	Reverses roles during verbal guessing games involving observation and identification, e.g., "I am thinking of an animal" (where additional verbal cues are progressively given)				3,5,6	10	
C-5-1.3	Plays group games involving orderly turn taking, e.g., London Bridge, Go in and out the Windows				3,5,6	5/10	
C-5-1.4	Plays group games involving "if-then" rules, e.g., "Duck, duck, goose," "A tisket a tasket"				3,5,6	5/10	
C-5-1.5	Responds to music in a variety of ways, e.g., sings aloud, claps, dances, plays instrument				1,3	2/3	
C-5-1.6	Sings a song accurately reproducing a variance in rhythm, e.g., "wheels on the bus are slowing down"				2,3	8	
C-5-1.7	Sings a song accurately						

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-5-2	Self Expression						
C-5-2.1	Begins to ask "how" and "why" questions in response to information and events				3,5	3	
C-5-2.2	Uses statements of over 7 words in length				2,3	3	
C-5-2.3	Converses with adults and other children				2,3	11	
C-5-2.4	Uses common opposites, e.g., long, short; old, young; light, dark; hot, cold; fast, slow				3,5	3	
C-5-2.5	Uses progressively longer words				1,3	3	
C-5-2.6	Uses personal pronouns correctly				3,5	3	
C-5-2.7	Describes objects and events using varied referents, e.g., color, shape, speed, weight, volume				3,5	3	
C-5-2.8	Purposively expresses ideas through body language, e.g., imitates animals, rhythms, expresses moods				3,6	3	
C-5-2.9	Uses technical words or those specific to particular areas of knowledge, e.g., science, math				11,3	3	
C-5-2.10	Dictates stories for an adult to write				5	5/3	
C-5-2.11	Answers telephone correctly				3,5	8	
C-5-3	Language Responding						
C-5-3.1	Defines simple words				3,5	4	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-5-3.2	Describes events and objects when requested				3,5	4	
C-5-3.3	Follows a sequence of three instructions				2,3,5	3	
C-5-3.4	Begins to describe how objects are the same or different				11,3,5	8	
C-5-3.5	Answers subjective questions about stories or events, e.g., "How did that make you feel?"				3,5	8	
C-5-3.6	Reads 1-5 sight words, e.g., "stop", child's own name, exit				11,3	4	
C-5-3.7	Reads numbers from 1 to 10				11,3	4	
C-5-3.8	Reads some alphabet letters by name (not by sound)				11,3	4	
C-5-3.9	Reads some alphabet letters by sound				11,3	4	
C-5-3.10	Reads a simple rhythm pattern by clapping or drumming, etc. (e.g., 1 1 Z 1) clap-clap - rest-clap				11,3	4	
C-5-3.11	Responds correctly to simple telephone caller requests, e.g., "May I talk to your father?"				8	8	
C-5-3.12	Reliably follows simple instructions told within an hour, e.g., "remember to put your painting on the desk when you have finished"				8,5	10	
C-5-4	Imitation Related to Language						

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
C-5-4.1	Learns songs and rhymes through limitation				2,3	3	
C-5-4.2	Imitates longer words and sentences used by others				2,3	3	
C-5-4.3	Imitates specific technical vocabulary, e.g., "thorax," "insect"				2,3	8	
C-5-4.4	Articulates these sounds correctly: -ng- -t- -ng -ngk -y- -d- -l- -k s- y- -r -ar -mr -pr -dr				3	8	
C-5-4.5	Reproduces pitches sung by a model				4,5	3	
C-5-5	Language Related Attention						
C-5-5.1	Listens politely when adults are talking				4	5	
C-5-5.2	Listens to longer songs and stories not accompanied by pictures				1,4	5	
C-5-5.3	Listens independently to televised and/or recorded songs and stories				1,4	5	
C-5-5.4	Attends to various common signs in environment, e.g., walk-don't walk signs, exit sign, restroom signs				4,11	4	
C-5-5.5	Listens to a set of directions related to a classroom activity, e.g., how to make a wet chalk drawing				4	4	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-1-1	Meeting Social Conventions & Developing Values						
0-1-1.1*	Attracts caregiver's attention				1	3	
0-1-1.2	Cuddles or conforms to holding				1,6	2	
0-1-1.3	Orients to near-by sounds and voices				4,6	2	
0-1-1.4*	Briefly sustains gaze at speaker				4,6	5	
0-1-1.5	Smiles or brightens at faces and voices				9	3	
0-1-1.6*	Glances from one object or person to another				4,6	8/5	
0-1-1.7	Smiles at mirror image				9	3/5	
0-1-1.8	Reaches out to mirror image				6	3	
0-1-1.9*	Babbles back to people and reacts with discomfort to unresponsiveness				3,9	3	
0-1-1.10*	Communicates mood				1	10	
0-1-1.11	Responds differentially among persons				9	10	
0-1-1.12*	Complains about loss of toy or departure of caregiver				1,9	3	
0-1-1.13*	Anticipates familiar movement (e.g., in being picked up)				4,9	10	
0-1-1.14	Reaches out to persons				3,6	3	
0-1-1.15*	Rejects strangers initially but adapts overtime				9	7	
0-1-1.16*	Responds to inflections (e.g., inhibits response or looks apprehensive upon hearing an angry tone of voice)				4,9	8	
0-1-1.17	Wary response to sober face				9	8	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-1-1.18*	Responds with recognition when his name is stated (e.g., stops activity and listens when he hears his name)				4,9	3	
0-1-1.19	Differential responding to adult and peer strangers				9	10	
0-1-1.20*	Uses a word as an emotional comment				1,3,9	3	
0-1-1.21*	Indicates "no" or "yes" when asked a question				1,3	3	
0-1-1.22	Chooses between two objects				1,4,6	3	
0-1-1.23	Chooses between two attractive activites				1,4,6	3	
0-1-1.24	Shows awareness of household routine				4	11	
0-1-2	Health, Safety, and Personal Cleanliness						
0-1-2.1	Moves limbs vigorously				1,6	7	
0-1-2.2	Relaxes body				1,6	6/8	
0-1-2.3	Enjoys bath				1,9	5/7	
0-1-2.4	Splashes in bath				1,6	8/5	
0-1-2.5	Sleeps through night in own bed				1	5	
0-1-2.6	Adapts to reasonable schedule				1,2	2	
0-1-2.7	Shifts body position freely				1,6	3/8	
0-1-2.8	Plays with wash cloth while being bathed				1,6	8	
0-1-2.9	Makes fairly persistent efforts or repeated attempts to obtain an object				1,6	7/5	
0-1-2.10	Scrubs body briefly				1,6	5	
0-1-2.11	Fusses to be changed after bowl movement				1	6/7/8	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-1-3	Appropriate and proportional affective reactions to the environment						
0-1-3.1*	Responds to sound				1,4	3	
0-1-3.2*	Is soothed by voice				1,9,4	3/6	
0-1-3.3*	Responds favorably to pleasant smells				1,9	11	
0-1-3.4*	Responds differentially to pleasant and unpleasant tastes				1,11	11	
0-1-3.5*	Orients when stimulation changes				1,4,6	11	
0-1-3.6*	Visually inspects objects				1,7	3/5	
0-1-3.7	Locates an object laid upon his chest at midline				1,4,6	4	
0-1-3.8	Enjoys gentle rocking				1,9	7/5	
0-1-3.9	Reaches for an object bilaterally				1,4,6	3	
0-1-3.10	Waits briefly without crying				1,5,6	5	
0-1-3.11*	Scans environment				1,4,7	8	
0-1-3.12	Reaches for an object unilaterally with either arm				1,4,6	3	
0-1-3.13	Is aware of discrepancies				1,4,11	10	
0-1-3.14	Hits surface to produce sound/movement				1,3,6	3	
0-1-3.15	Shakes objects that rattle				1,3,6	3/5	
0-1-3.16*	Occupies self unattended				1,3,6	5	
0-1-3.17*	Enjoys visual display				4,7,9,1	5	
0-1-3.18*	Explores objects through manipulation				1,3,6	5	
0-1-3.19*	Varies activity in play (i.e., substitutes play for stereotypic activity)				1,3,5, 6,7	3	
0-1-3.20	Transfers an object across the midline				1,3,6		

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-1-3.21	Lets an object loose intentionally				1,3,6	3	
0-1-3.22*	Explores a new setting when secure				1,3,6	5	
0-1-3.23	Responds to children with greater interest than to adults				1,3,9	11	
0-1-4	Eating and Drinking						
0-1-4.1*	Sucks well				1,6	2	
0-1-4.2	Swallows semi-solid foods				1,6	3	
0-1-4.3*	Anticipates feeding (e.g., opens mouth on sight of bottle				1,4,6	6/3	
0-1-4.4	Regards spoon				1,4,6	3	
0-1-4.5*	Accepts food from spoon				1,6	4	
0-1-4.6*	Closes mouth on spoon				1,6	4	
0-1-4.7*	Tries to hold own bottle				1,6	4	
0-1-4.8*	Sucks or chews moistened or soft food				1,6	4	
0-1-4.9*	Takes a bite of cracker (e.g.) held to mouth				1,6	4	
0-1-4.10	Reaches for food or bottle				1,6	4	
0-1-4.11	Tongue protrusion reflex weakened				1,6	7	
0-1-4.12	Assists in spoon feeding by guiding caregiver's hand forward or away				1,6	3	
0-1-4.13	Gag reflex weakened				1	7	
0-1-4.14	Feeds self a cracker (e.g.) after placement in hand				1,2,6	4	
0-1-4.15*	Controls drooling except when teething				1,6	5	
0-1-4.16*	Holds own bottle				1,6	5/3	
0-1-4.17	Picks up and holds spoon				1,2,6	3/5	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-1-4.18	Discriminates foods from nonfoods				3,11,6	4	
0-1-4.19	Finger-feeds from feeding surface				3,6,1	3	
0-1-4.20	Discriminates finger foods from spoon foods				3,11,6	4	
0-1-4.21*	Sips from a cup held by caregiver				3,6	3	
0-1-4.22	Helps to hold cup for drinking				6	2	
0-1-5	Dressing and undressing						
0-1-5.1	Relaxes when dressed and undressed				1,9	5/2	
0-1-5.2	Pulls at clothing or feels fabrics				1,6	3	
0-1-5.3	Recognizes a particular item of clothing when it is put on (e.g., the bunting he always wears out-of-doors)				4,11	2/11	
0-1-5.4	Lifts legs when diaper is changed				1,6	3	
0-1-5.5	Offers foot for shoe or sock				1,6	3	

Objective Number	General Objective		Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-2-1	Meeting Social Conventions and Developing Values						
0-2-1.1*	Repeats performance laughed at				1,6	3/5	
0-2-1.2*	Uses gestures to make wants known				1,6	3/10	
0-2-1.3*	Demonstrates affection by hugging (e.g.)				1,4,6	3/10	
0-2-1.4*	Varies gaze conversationally				4,6	5	
0-2-1.5*	Assumes a familiar role (e.g., pretends to clean house)				3,5,6, 7	11	
0-2-1.6	Drooling reduced				1,6	5	
0-2-1.7	Points to body part named				3,11	4	
0-2-1.8*	Indicates self when asked "Who's (child's name)?"				3,4,6	4	
0-2-1.9	Recognizes unverbalized approval or disapproval (e.g., reacts to frowning)				11,1	3/7	
0-2-1.10*	Expresses gratitude				1,3,5	3/11	
0-2-1.11*	Goes to room specified (e.g., "Go to your bedroom.")				3,6,7	4	
0-2-1.12	Plays with other children without many disturbances				1,5,6	5	
0-2-1.13	Respects social distance in interaction				1,3,6	2	
0-2-1.14*	Gives first name when asked "What is your name?"				11,3,5	4	
0-2-1.15	Chooses between two unattractive activities				3,6	3	
0-2-1.16	Describes self positively				1,3,5	11	
0-2-1.17	Helps with household chores (e.g., putting toys away)				1,3,6	2	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-2-1.18	Shows awareness that some activities must match locations (e.g., eating in the kitchen or ball play out-of-doors)				4,11	4	
0-2-1.19*	Shares divisible items				3,1,6	8	
0-2-1-20	Helps correct accidents				1,3,6	8	
0-2-1.21	Attempts to state a rule when asked, e.g., "What do we do before snack?"				1,3,5	3	
0-2-1.22	Attempts to follow a simple rule concerning care of materials, e.g., helps to pick up toys before snack				1,3,6	3	
0-2-1.23	Attempts to treat pets and other children with concern, e.g., pets a cat gently but in the wrong direction				1,3,6	3	
0-2-1.24	Attempts to follow a simple rule concerning behavior, e.g., wipes mouth at end of meal but not with complete effectiveness				1,3,6	3	
0-2-1.25	Attempts to follow a simple rule concerning courtesy, e.g., stops talking when told he's interrupting an on-going converation				1,3,5	3	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-2-2	Health, Safety, and Personal Cleanliness						
0-2-2.1	Is dry after nap				1,11	3	
0-2-2.2	Goes to bed without fussing or exceptional ritual				1,11	3	
0-2-2.3	Tries to wash hands				1,3,6	2	
0-2-2.4	Tries to dry hands				1,3,6	2	
0-2-2.5	Indicates when he has wet or soiled pants				1,3,5	6/3	
0-2-2.6	Makes persistent efforts to obtain goal				1,3,5, 6,7	7/5	
0-2-2.7	Tries to wash face				1,3,6	2	
0-2-2.8	Tries to dry face				1,3,6	2	
0-2-2.9	Helps to dry hands or face				1,3,6	2	
0-2-2.10	Shifts freely between activity to inactivity				1,3,6	3	
0-2-2.11	Uses soap in washing				1,3,6	2	
0-2-2.12	Indicates need for the toilet by restlessnes- and vocalization				1,3,5	6/3	
0-2-2.13	Avoids objects labeled as dangerous (e.g., "hot")				1,11	4	
0-2-2.14	Holds on to one's hand when walking near traffic				1,11	3/5	
0-2-2.15	Attempts to control bowels/bladder				1,5	5	
0-2-2.16	Bowel control complete				1,5	3	
0-2-2.17	Bladder control complete during day				1,5	3	
0-2-3	Appropriate and proportional affective reactions to the environment						

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-2-3.1	Overcomes simple obstacle (e.g., opens closed door or uses chair for reaching)				1,3,5, 6,7	11	
0-2-3.2*	Engages in solitary play if secure				1,5,6,7	5/11	
0-2-3.3*	Explores the out-of-doors				1,4,5,6,7	5/11	
0-2-3.4	Substitutes an appropriate behavior for crying (e.g., waves "bye" to departing mother)				1,3,5	4	
0-2-3.5	Approaches other children				1,3,5,6	3	
0-2-3.6	Attends to the crying of others				1,3,4,5	3	
0-2-3.7*	Enjoys simple discrepancy (e.g., adult peeking from behind a new place)				1,9,4,11	5/11	
0-2-4	Eating and Drinking						
0-2-4.1	Holds cup given by adult and sips, and gives it back				1,2,6	1/5/3	
0-2-4.2*	Chews most solid foods				1,6	3	
0-2-4.3	Holds and lifts cup to sip				1,6	1	
0-2-4.4*	Moves food from side to side in mouth				1,6	3	
0-2-4.5	Puts spoon in dish or returns it to dish, leaving dish in place				2,6	3	
0-2-4.6	Vocalizes to obtain food or drink				1,3,5	3/11	
0-2-4.7	Brings spoon to mouth				6	3	
0-2-4.8*	Sucks liquid through straw				6	2	
0-2-4.9	Drinks from cup unassisted				6	2	
0-2-4.10	Chews meat or other tough foods				6	3/5	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-2-4.11	Wipes mouth after eating				5,6	3	
0-2-4.12	Fills spoon				5,6	2	
0-2-4.13	Delivers food to mouth using spoon				5,6	3	
0-2-4.14	Unwraps food (e.g.) candy				1,5,6	2	
0-2-4.15	Brings food to mouth without spilling using spoon				1,6	2	
0-2-5	Dressing and Undressing						
0-2-5.1	Helps put limb into clothing (e.g., arm into sleeve)				1,5,6	2	
0-2-5.2	Tries to take off shoes				1,5,6	2	
0-2-5.3	Takes off simple items of clothing (e.g., hat or socks)				1,5,6	2	
0-2-5.4	Tries to take off unfastened outerwear (e.g., coat)				1,5,6	2	
0-2-5.5	Undresses completely if no fasteners involved				1,5,6	1	
0-2-5.6	Put on simple item of clothing (e.g., hat or mittens)				1,5,6	1	
0-2-5.7	Finds garment holes and puts limb in (e.g., arms and arm holes)				1,11,6	1	
0-2-5.8	Helps push down and pull up pants				1,5,6	2	
0-2-5.9	Takes off unfastened outerwear				5,6	1	
0-2-5.10	Attempts to unzip zipper and to unsnap snap				1,5,6	2	

Objective Number	General Objective		Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-3-1	Meeting Social Conventions and Developing Values						
0-3-1.1	States simple rule when asked e.g., "What do we do before snack?" "Pick up toys."				5	3	
0-3-1.2	Follows a simple rule concerning care of materials, e.g., picks up toys before snack				3,5,6	3	
0-3-1.3	Follows a simple rule concerning treatment of pets and/or other children, e.g., doesn't squeeze gerbil				3,5,6	3	
0-3-1.4	Follows a simple rule concerning eating behavior, e.g., saying please when asking for food				3,5	3	
0-3-1.5	Follows a simple rule concerning courtesy, e.g., listens while children "share" news				3,5,6	3	
0-3-1.6	Enjoys performing simple tasks independently with minimal prompting by others, e.g., tries to zip own coat				1,5,6	3	
0-3-1.7	Enjoys demonstrating and practicing newly learned skills, e.g., will zip others' zippers				1,3,5	3	
0-3-1.8	Enjoys completing tasks, e.g., assembling a puzzle				9,1,5	3	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-3-1.9	Can identify items in the environment as belonging to certain people and as requiring special care				11,3,5	4	
0-3-1.10	Attempts to terminate an inappropriate behavior and to do something more appropriate in its place, e.g., will stop a frustrated cry and go lie down or look at a book				3,11,5	4	
0-3-1.11	Shares activities and equipment during situations structured for that purpose				3,5	3	
0-3-2	Health, Safety, and Personal Cleanliness						
0-3-2.1	Asks to use toilet for urination				3,5	3	
0-3-2.2	Asks to use toilet for bowel movement				3,5	3	
0-3-2.3	Independently uses toilet for urination				3,5	3	
0-3-2.4	Independently uses toilet for bowel movement				3,5	3	
0-3-2.5	Remains dry and unsoiled through the night				1,5	3	
0-3-2.6	Washes and dries face				5,7	2	
0-3-2.7	Washes and dries hands				5,7	2	
0-3-2.8	Attempts to bathe self				3,5,6	2	
0-3-2.9	Attempts to brush teeth				3,5,6	2	
0-3-2.10	Brushes and combs hair				5,7	2	
0-3-2.11	Attempts to use handerchief when coughing or sneezing				3,5,6	2	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-3-2.12	Can identify some common household items or areas as requiring safety precautions				11,3,5	4	
0-3-2.13	Accurately identifies certain foods as being good for one's health, e.g., vegetables, milk, etc.				3,5,11	4	
0-3-2.14	Daily samples foods comprising a balanced diet, e.g., protein, carbohydrates, fats, vitamins, minerals				3,5,6,7	4	
0-3-3	Appropriate and proportional affective reactions to the environment						
0-3-3.1	Spontaneously joins play involving other children and adults				1,3,5 6,7	3	
0-3-3.2	Engages contentedly in play with small groups of children				1,3,5 6,7	5/11	
0-3-3.3	Engages contentedly in solitary play				1,5,6,7	5/11	
0-3-3.4	Expresses preferences for activities and/or objects within all four curricular areas, e.g., chooses a favorite ball (motor curriculum); requests favorite songs (communication curriculum)				1,3,5 10	3/11	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-3-3.5	Laughs at purposive silly behaviors of self and others, e.g., teacher "changes" his/her voice, friend dresses up in a silly costume				1,3,9	3	
0-3-3.6	Attempts to make others laugh by making silly sounds or "performing" antics				1,3,5	3	
0-3-3.7	Attends (by stopping activity or by watching) to others who are hurt or who need assistance				1,3,4	3	
0-3-3.8	Expresses fondness toward certain persons by engaging their attention				1,3,4	3/11	
0-3-3.9	Expresses happiness when presented with a pleasant surprise				1,3,4	10	
0-3-3.10	Accepts, without protest, affection and attention from some persons outside the family				1,3,4,5	3/11	
0-3-3.11	Cooperates by paying attention when being taught new skills				1,3,4,5	5	
0-3-3.12	Cooperates when being given necessary assistance, e.g., takes hand to be helped out of a large leaf pile				3,5,6,7	5	
0-3-3.13	Interacts positively with pets, e.g., pats them, treats them gently				1,3,5,6	5	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-3-4	Eating and Drinking						
0-3-4.1*	Points tongue straight out of mouth				1,6	8	
0-3-4.2*	Points tongue side to side of mouth				1,6	8	
0-3-4.3	Licks upper and lower lips spontaneously				1,6	8	
0-3-4.4*	Places teeth together in biting position in imitation or on command				1,6	8	
0-3-4.5*	Blows in a controlled stream of air (e.g., blows bubbles)				1,6	8	
0-3-4.6*	Removes food from spoon with upper lip				1,6	3/8	
0-3-4.7*	Chews using rotary motion				[illegible]	3/8	
0-3-5	Dressing and Undressing						
0-3-5.1	Attempts unzipping a zipper with assistance				1,3,5, 6,7	2	
0-3-5.2	Attempts unbuttoning a button				1,3,5, 6,7	2	
0-3-5.3	Attempts unbuckling a buckle				1,3,5, 6,7	2	
0-3-5.4	Unlaces a shoe				5,6,7	1	
0-3-5.5	Unties a bow				5,6,7	1	
0-3-5.6	Attempts buttoning a button				1,3,5,6,7	2	
0-3-5.7	Puts on and removes elasticized pants with assistance				1,3,5, 6,7	2	
0-3-5.8	Puts on and takes off front opening garment with assistance				1,3,5, 6,7	2	
0-3-5.9	Attempts taking off and putting on a pullover				1,3,5, 6,7	2	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-3-5.10	Snaps and unsnaps with assistance				1,3,5, 6,7	2	
0-3-5.11	Attempts taking off and putting on combination clothes (snow suits, overalls, etc.)				1,3,5, 6,7	2	
0-3-5.12	Buttons and unbuttons buttons with assistance				1,3,5, 6,7	2	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-4-1	Meeting Social Conventions and Developing Values						
0-4-1.1	States and follows independently at least 2 rules concerning care of materials, e.g., uses hammer on nails only				3,5,6, 7,11	3	
0-4-1.2	States and follows independently at least 2 rules concerning treatment of pets and/or children (peers)				3,5,6, 7,11	3	
0-4-1.3	States and follows independently at least 2 rules concerning eating behavior				3,5,6, 7,11	3	
0-4-1.4	States and follows independently at least 2 rules concerning courtesy				3,5,6, 7,11	3	
0-4-1.5	Enjoys performing several tasks (from all 4 areas of curriculum) independently				1,3,5	3	
0-4-1.6	Willingly persists at complex or lengthy tasks until completed accurately				1,3,5	5	
0-4-1.7	Expresses eagerness and enjoys learning new and slightly more difficult tasks				1,3,5	3/5	
0-4-1.8	Carefully uses items belonging to others, e.g., is gentle with photographs passed out at circle time				3,5,6,7	2	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-4-1.9	Shares activities and objects independently during activities in which sharing was previously taught, e.g., on sliding board take turns				3,5,6, 7,11	3	
0-4-1.10	Identifies self with some positive and realistic self-referent				3,5,10	3	
0-4-1.11	Refers to other children and people in environment as "friends"				3,5,10	3	
0-4-1.12	Approaches diverse people (children and adults) when prompted, e.g., males, females; people in native costumes; people of other ethnic groups				1,3,6,5	3	
0-4-1.13	Participates happily in games and activities both as leader and as follower				3,5,6,8	5/3	
0-4-1.14	Terminates an inappropriate behavior by substituting a more appropriate behavior e.g., when "talking-out" isn't responded to, will raise hand				1,3,5, 6,8	3	
0-4-1.15	Distinguishes between fact and fantasy in own daily life				1,3,5, 10	4	
0-4-1.16	Reports truthfully about very recent activities or events, e.g., "What did you eat for lunch?" (asked 3 minutes later)				1,3,10	4	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-4-1.17	Follows through with self-stated plans of an immediate nature, e.g., "I'm going to make this building tall."			1,3,5	4		
0-4-2	Health, Safety, and Personal Cleanliness						
0-4-2.1	Performs toileting procedures successfully			5	2		
0-4-2.2	Washes and dries face independently upon request			5	2		
0-4-2.3	Washes and dries hands independently upon request			5	2		
0-4-2.4	Bathes self			4,5,6	2		
0-4-2.5	Brushes teeth			4,5,6	2		
0-4-2.6	Uses handerkerchief when coughing or sneezing			11,5,6	2		
0-4-2.7	Can identify some common objects and/or areas within the community as requiring safety precautions, e.g., construction sites			11,10	4		
0-4-2.8	Reliably avoids potentially hazardous areas, household objects and/or community objects			11,10	5		
0-4-2.9	Willingly eats portions of foods comprising a balanced diet			1,3,5	3		
0-4-2.10	Enjoys some foods from within each of the basic four food groups (protein, vegetables and fruits, grains, dairy products)			1,3,5	3		

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-4-3	Appropriate and proportional affective reactions to the environment						
0-4-3.1	Cooperates by listening when others are providing short explanations of events				1,3,6,8	5	
0-4-3.2	Often attempts tasks independently before requesting assistance				1,3	3	
0-4-3.3	Plays contentedly in small groups for increasing periods of time				1,5	5	
0-4-3.4	Plays alone contentedly for periods of time in appropriate situation, e.g., when parent is busy with adult guests				1,5	5/11	
0-4-3.5	Has several favorite activities (demonstrated by enthusiasm) within these areas of the curriculum: communication, problem solving, motor skills				1,3,10	3/11	
0-4-3.6	Is reinforced by approval of others				1,9	3	
0-4-3.7	Requires progressively less adult reinforcement for performing many tasks				1	3	
0-4-3.8	Makes statements about own feelings at a fairly concrete level, e.g., "I'm tired," "I'm hungry," "My head hurts."				1,3,10	3/11	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-4-3.9	Physically and/or verbally expresses concern for others who are hurt or need assistance, e.g., seeks an adult's help, asks child if she/he is all right				1,3,5,4	10	
0-4-3.10	Shows fondness for others by offering affection, assistance or sharing				1,3,5,6	3/11	
0-4-3.11	Responds without fear in many new situations and with some unfamiliar people, e.g., nurse, policeman				1,3,5	10	
0-4-3.12	Expresses feelings of satisfaction with certain activities, e.g., "I like painting," "I can climb high," "I liked writing that letter."				1,3,5, 10	3/11	
0-4-4	Eating and Drinking						
0-4-4.1*	Licks upper and lower lip in imitation or on command				3,5,6	4	
0-4-4.2*	Places tongue behind upper teeth on command				3,5,6	4	
0-4-4.3*	Imitates speech movements without sound production				3,5,6	4	
0-4-4.4*	Drinks liquids from straw, no spilling				3,5,6	4	
0-4-4.5*	Maintains closed mouth position except for eating, drinking or talking				3,5,6	5	
0-4-5	Dressing and Undressing						

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-4-5.1	Puts on and removes elasticized pants with assistance				1,3,4, 5,6,7	2	
0-4-5.2	Takes off and puts on pullover garments with assistance				1,3,4, 5,6,7	2	
0-4-5.3	Puts on and takes off combination clothing (snow suits, overalls) with assistance				1,3,4, 5,6,7	2	
0-4-5.4	Snaps independently				4,5,6,7	1	
0-4-5.5	Buckles with assistance				1,3,4,5,6,7	2	
0-4-5.6	Attempts lacing a shoe				1,3,4,5,6,7	2	
0-4-5.7	Independently zips a zipper				4,5,6,7	1	
0-4-5.8	Attempts tying a bow				1,3,4,5,6,7	2	
0-4-5.9	Buttons and unbuttons large buttons independently				4,5,6,7	1	
0-4-5.10	Puts on and removes elasticized pants independently				4,5,6,7	1	
0-4-5.11	Puts on and takes off front opening garment independently				4,5,6,7	1	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-5-1	Meeting Social Convention and Developing Values						
0-5-1.1	States and follows independently more than two rules concerning care of materials				3,5,6, 7,11	3	
0-5-1.2	States and follows independently more than two rules concerning treatment of others				3,5,6, 7,11	3	
0-5-1.3	States and follows more than two rules concerning eating behavior				3,5,6, 7,11	3	
0-5-1.4	States and follows more than two rules concerning courtesy				3,5,6, 7,11	3	
0-5-1.5	Enjoys independently performing tasks from all curricular areas				1,3,5	3/5	
0-5-1.6	Persists at progressively more difficult tasks until completed accurately				1,3,5	3/5	
0-5-1.7	Anticipates and enjoys learning new and slightly more difficult tasks				1,3,5,9	3/5	
0-5-1.8	Shares activities and objects during novel play situations, e.g., with unfamiliar children with new toys				3,5,6,7	3	
0-5-1.9	Identifies self positively and accurately in terms of skills, interest, and sociability				3,5,10	3	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-5-1.10	Can independently "make friends" with other children or persons when appropriate, e.g., will offer them a toy, ask a question				3,5,6	10	
0-5-1.11	Can distinguish between fact and fantasy in situations remote to own daily life, e.g., "Do elephants fly?"				11,10	4	
0-5-1.12	Reports truthfully about activities and events that happened within twenty-four hours or more				1,3,5, 10	4	
0-5-1.13	Follows through with self-stated plans of beyond an immediate nature, e.g., "I am going to show this to Mommy when I get home."				5,6,10	4	
0-5-1.14	Enjoys participating in games and/or activities in which one cannot always be successful or be the winner				3,5,9	5	
0-5-1.15	Shows self-control by imposing consequences on self that are similar to those used by adults, e.g., goes to "quiet chair" when is upset				1,3,5,6	10	
0-5-1.16	Participates by simple voting in group problem-solving situations				3,5	8	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-5-1.17	Abides by consequences of group decisions made as in No. 0-5-1.16				1,3,5, 6,7	8	
0-5-1.18	Shows an appropriately balanced concern for "friends" in making decisions, e.g., will choose to look at another book because a friend wants to see the one that the child originally had				3,1,4, 5,8	10	
0-5-1.19	Makes accurate statements about the wishes and values of others				1,3,10, 8	4	
0-5-2	Health, Safety, and Personal Cleanliness						
0-5-2.1	Performs toileting procedures independently				3,4	2	
0-5-2.2	Washes and dries hands and/or face independently and without adults' prompting, e.g., after toileting, before eating, after painting				3,4	2	
0-5-2.3	Brushes teeth independently				3,4	2	
0-5-2.4	Bathes self independently (may still require final inspection, e.g., behind the ears!)				4,5,6,7	2	
0-5-2.5	Uses handkerchiefs independently				4,5	2	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-5-2.6	Carefully uses some potentially hazardous household items, e.g., knives, electric outlets, record players			3,4,5, 6,7,11	2		
0-5-2.7	Brushes and combs hair independently			4,5	2		
0-5-2.8	Identifies value of eating foods from the four basic food groups, e.g., protein - for healthy muscles, fruits and vegetables - for healthy skin			3,5,11, 10	4		
0-5-2.9	Identifies the four basic food groups			3,5,11	4		
0-5-2.10	Selects a daily menu comprising the four basic food groups			1,3,11	4		
0-5-3	Appropriate and Proportional Affective Reactions to the Environment						
0-5-3.1	Objectively verbalizes differences among people			1,3,10	2		
0-5-3.2	Behaves appropriately and comfortably in increasingly more situations, e.g., at doctor's office, at library, at concerts, etc.			1,3,5	10		

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-5-3.3	Behaves appropriately and comfortably with increasingly more and different people, e.g., people who are "teasers," people who speak differently, etc.				1,3,5	10	
0-5-3.4	In difficult situations (e.g., attempting to complete a difficult puzzle), requests assistance or goes on to another activity rather than become extremely angry or upset				3,5,8	10	
0-5-3.5	Continues to cooperate in learning skills and information within all curricular areas				1,3,5, 6,7	2	
0-5-3.6	Expresses pleasure with own performance in activities from all four curricular areas				1,3,10	2/3	
0-5-3.7	Expresses own feelings that are of a more abstract nature, e.g., "I am so happy," "I miss my friend."				1,3,10, 8	3	
0-5-3.8	Expresses how others "might" feel, e.g., "I bet Mommy is tired," "John is sad."				1,3,10, 8	3	
0-5-3.9	Makes rational statements as to why she/he likes and dislikes people, events or objects				1,3,10	3	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
0-5-3.10	Shows comfcrt, enthusiasm and spontaneity in most play and learning situations, e.g., asks questions, is not afraid to answer, tries new activities				1,3,5, 6,7	11	
0-5-5	Dressing and Undressing						
0-5-5.1	Takes off and puts on pullover garments independently				4	1	
0-5-5.2	Puts on and takes off combination clothing (snow suits, overalls) independently				4	1	
0-5-5.3	Aligns snap halves and completes closure independently				2,4	1	
0-5-5.4	Buckles independently				2,4	1	
0-5-5.5	Independently laces				2,4	1	
0-5-5.6	Inserts tabs to start zipper				3,5,6,7	1	
0-5-5.7	Independently ties a bow				2,4	1	
0-5-5.8	Buttons and unbuttons small buttons independently				2,4	1	
0-5-5.9	Inserts belt in slacks independently				2,4	1	
0-5-5.10	Correctly puts shoes on own feet independently				11,4	1	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
M-1-1	Fundamental Movement (Gross Motor)						
M-1-1.1	Clears nose from bed when lying on abdomen (prone)				6	6/8	
M-1-1.2	Lifts head to 45° when on abdomen (prone)				6	6/8	
M-1-1.3	No head droop if suspended (prone)				6	8	
M-1-1.4	Head held steady when body supported in sitting				6	5	
M-1-1.5	No head lag when hands held and pulled to sitting				6	8	
M-1-1.6	Pushes whole chest off support, prone				1,6	5/8	
M-1-1.7	Rolls to abdomen from back				1,6	8	
M-1-1.8	Sits supporting self, leaning on hands				1,6	5	
M-1-1.9	Bears weight on legs when body is held				1,6	5	
M-1-1.10	Rolls to back from abdomen				1,6	8	
M-1-1.11	Sits supporting self, leaning on hands				1,6	5	
M-1-1.12	In sitting, shifts weight on extended arms to reach for object				1,6	8	
M-1-1.13	Sits alone for 1 minute				1	5	
M-1-1.14	Pivots body in circle (while prone) using arms				1,6	8	
M-1-1.15	Maintains hands and knees position when placed in that position				1,6	5	
M-1-1.16	Creeps				3,6	1	
M-1-1.17	Assumes hands and knees position				3,6	8	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
M-1-1.18	Rocks back and forth in hands and knees position				6	8	
M-1-1.19	Sits independently for indefinite period				1,6	5	
M-1-1.20	Crawls on hands and knees				3,6	5/1	
M-1-1.21	Pulls to standing position				6	1/4	
M-1-1.22	Walks around furniture, holding onto it				1,6	5	
M-1-1.23	Stands from sitting or lying position				1,6	4	
M-1-1.24	Walks with one hand held				6	5	
M-1-1.25	Stands alone, momentarily				1,6	5	
M-1-1.26	Takes 2-3 steps alone				1,6	3	
M-1-1.27	Stands alone for 5 seconds				1,6	5	
M-1-1.28	Stands independently				1,6	5	
M-1-1.29	Walks forward alone				1,6	3/5	
M-1-2	Skilled Movement or Visual-Motor or Fine Motor						
M-1-2.1	Retains briefly an object put in hand				1,6	5	
M-1-2.2*	Glances at object when placed in hand				4,6	8	
M-1-2.3	Holds object put in hand				1,6	3	
M-1-2.4	Brings hands together in midline				1,6	8	
M-1-2.5	Obtains object placed on chest at midline				1,6	8	
M-1-2.6	Reaches for object when lying on back (supine)				1,6	8	
M-1-2.7	Reaches for object unilaterally when lying on back				1,6	8	
M-1-2.8	Reaches for object when supported in sitting				1,6	7/8	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
M-1-2.9	Picks up object bilaterally (cube, e.g.)				1,6	8	
M-1-2.10*	Grasps object while looking at it				4,6	3/8	
M-1-2.11	Picks up and retains two cubes (e.g.)				1,6	8/5	
M-1-2.12	Transfers object from hand to hand				1,6	8	
M-1-2.13	Bangs together two objects held in hands				1,6,3	8	
M-1-2.14	Uses whole hand to rake up very small object (e.g., a raisin)				1,6,3	8	
M-1-2.15	Picks up cube (e.g.) with thumb and index finger				1,6,3	8	
M-1-2.16	Reaches for cube (e.g.) inside container				1,6,3	8	
M-1-2.17	Pokes with index finger at very small object				1,6,3	8	
M-1-2.18	Removes one cube (e.g.) from container				1,6,3	8	
M-1-2.19	Puts one cube (e.g.) in container after demonstration				1,6,3	4	
M-1-3	Oral Movement or Mouth and Jaw Control						
M-1-3.1*	Sucks well				6	5/7	
M-1-3.2*	Anticipates feeding (e.g., opens mouth on sight of bottle)				4,6	6	
M-1-3.3*	Accepts food from spoon				6	3	
M-1-3.4*	Tries to hold own bottle				1,6	8	
M-1-3.5*	Closes mouth on spoon				1,6	3	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
M-1-3.6*	Sucks or chews moistened or soft food				6	3	
M-1-3.7*	Takes a bite of cracker (e.g.) held to mouth				3,6	3	
M-1-3.8*	Holds own bottle				1,6	5	
M-1-3.9*	Sips from cup held by caregiver				6	3	
M-1-3.10*	Controls drooling except when teething				6	5	

Objective Number	General Objective		Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
M-2-1	Fundamental Movement (Gross Motor)						
M-2-1.1	Stoops and recovers				1,6	4	
M-2-1.2	Starts and stops walking without falling				1,6	5	
M-2-1.3	Climbs into chair, turns around to sit				1,6	1/4	
M-2-1.4	Runs stiffly, sometimes falls				1,6	8	
M-2-1.5	Crawls up stairs unassisted				1	1/3	
M-2-1.6	Walks up stairs if one hand is held				1,6	1/3	
M-2-1.7	Walks sideways				1/6	1/3	
M-2-1.8	Walks downstairs if one hand is held				1,6	1/3	
M-2-1.9	Squats in play for 2-3 minutes				1,6	5	
M-2-1.10	Walks backwards				1,6,3	1/3	
M-2-1.11	Walks up and down stairs holding rail, both feet on each step				1,6	1/3	
M-2-1.12	Kicks large (stationary) ball				1,6,3	3/7	
M-2-1.13	Jumps off floor, both feet				1,6,3	3/7	
M-2-1.14	Tries to stand on one foot				1,6,3	8	
M-2-2	Skilled Movement or Visual-Motor or Fine Motor						
M-2-2.1	Stacks two objects				2,3,6	3	
M-2-2.2	Puts 5-6 cubes (e.g.) in container				2,3,6	3	
M-2-2.3	Helps turn pages of book				3,6	8	
M-2-2.4	Puts very small object into narrow container				3,6	4	
M-2-2.5	Makes random marks on paper with crayon held in fist				3,6	8	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
M-2-2.6	Turns pages of book 2-3 at a time				3,6	8	
M-2-2.7	Builds tower of 3-5 cubes				2,3,6	3	
M-2-2.8	Draws a vertical line, imitating adult				3,6	4	
M-2-2.9	Draws a horizontal line, imitating adult				3,6	4	
M-2-2.10	Puts 10 cubes in cup and hands cup to adult				2,3,6	3	
M-2-2.11	Builds tower of 6-7 cubes				2,3,6	3	
M-2-2.12	Builds tower of 8 cubes				2,3,6	3	
M-2-2.13	Holds crayon in fingers				3,6	8	
M-2-3	Oral Movement or Mouth and Jaw Control						
M-2-3.1	Drooling reduced				1,6	5	
M-2-3.2*	Chews most solid foods				1,6	3	
M-2-3.3*	Moves food from side to side in mouth				1,6	8	
M-2-3.4*	Sucks liquid through a straw				1,6	1/7	
M-2-3.5	Blows in non-specific direction				1,6,3	8	
M-2-3.6	Opens and closes mouth in imitation or on command				1,6,3	4	
M-2-3.7	Presses lips together in imitation or on command (e.g., "m" sound)				1,6,3	4	
M-2-3.8	Purses lips in imitation or on command (e.g., kissing)				1,6,3	4	

Objective Number	General Objective		Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
M-3-1	Fundamental Movement (Gross Motor)						
M-3-1.1	Walks on tiptoe, demonstrated				1,3,6	1/3	
M-3-1.2	Begins a simple somersault				1,3,6	1/3	
M-3-1.3	Stands on balance beam with both feet				1,3,5	5	
M-3-1.4	Jumps from bottom step				1,3,5,6,7	8	
M-3-1.5	Walks up stairs, alternating feet				3,5,6,7	1/3	
M-3-1.6	Walks down stairs, alternating feet				3,5,6,7	1/3	
M-3-1.7	Walks on line on floor				3,5,6,7	1/5	
M-3-1.8	Rides a tricycle using pedals				3,5,6	1	
M-3-1.9	Stands on one foot, momentarily				3,5,6	8	
M-3-1.10	Catches large ball by holding it against body				3,5,6	1/4	
M-3-1.11	Jumps with both feet over low objects (1"-2" high)				3,5,6	1/7	
M-3-1.12	Begins to climb a ladder or jungle gym				1,6	1	
M-3-1.13	Slides between two objects sideways				3,5,6	8	
M-3-1.14	Ducks under objects				3,6,5	2	
M-3-1.15	Maintains balance on a variety of surfaces				1,6	2	
M-3-1.16	Walks up and down incline				6	2/8	
M-3-2	Skilled Movement or Visual-Motor or Fine Motor						
M-3-2.1	Draws circle, imitating adult				2,3,5,6	2	
M-3-2.2	Draws vertical line from model				2,5,6	2	
M-3-2.3	Draws horizontal line from model				2,5,6	2	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
M-3-2.4	Draws recognizable face				2,3,5,6	2	
M-3-2.5	Builds bridge of 3 cubes, imitating				2,3,5,6	4	
M-3-2.6	Builds tower of 9-10 cubes				2,3,5,6	4	
M-3-2.7	Draws cross, imitating adult				2,3,5,6	2	
M-3-2.8	Paints with large brush				3,5,6	8	
M-3-2.9	Places round object in round hole				3,6	4	
M-3-2.10	Cuts paper with scissors				1,2,3,5,6,7	1	
M-3-2.11	Matches the three primary colors				3,10,11	4	
M-3-2.12	Strings large beads				3,6	4	
M-3-2.13	Builds bridge of five blocks				2,3,5,6	4	
M-3-2.14	Turns (twists) lids or door knobs				3,5,6	7	
M-3-2.15	Folds square paper in half, with crease				3,5,6	2	
M-3-2.16	Turns pages of book singly				3,5,6	4	
M-3-3	Oral Movement or Mouth and Jaw Control						
M-3-3.1*	Points tongue straight out of mouth				3,6	8	
M-3-3.2*	Points tongue side to side of mouth				3,6	8	
M-3-3.3	Licks upper and lower lip spontaneously				3,6	8	
M-3-3.4*	Places teeth together in biting position in imitation or on command				3,6	2	
M-3-3.5*	Blows in controlled stream of air (e.g., blows bubbles)				3,6	4	
M-3-3.6*	Removes food from spoon with upper lip				3,6	2/8	
M-3-3.7*	Chews using rotary motion				3,6	2/8	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
M-4-1	Fundamental Movement (Gross Motor)						
M-4-1.1	Takes two steps on balance beam				3,5,6,7	1/4	
M-4-1.2	Stands on one foot for 2-3 seconds				1,3,6	5	
M-4-1.3	Hops on one foot				1,3,6	3	
M-4-1.4	Turns corners while running				1,3,6	8	
M-4-1.5	Turns wide corner on tricycle				1,3,6	8	
M-4-1.6	Catches bouncing ball, holding it against body				3,5,6	4	
M-4-1.7	Throws large ball over hand				3,5,6	2	
M-4-1.8	Attempts to skip				1,3,5,6	2	
M-4-1.9	Performs complete somersault				2,3,5,6	2	
M-4-1.10	Kicks large (stationary) ball with 2 step start				2,3,5,6	2	
M-4-1.11	Walks up and down stairs carrying small object				3,5,6	1	
M-4-1.12	Jumps forward (feet together) a distance of one foot				1,3,5,6	7	
M-4-1.13	Jumps over (feet together) a 3" high rope				1,3,5,6	7	
M-4-1.14	Throws large ball underhand with two hands				1,5,6	2/7	
M-4-1.15	Throws ball to specific target				1,7	2/7	
M-4-2	Skilled Movement or Visual-Motor or Fine Motor						
M-4-2	Matches circles, squares, and triangles				3,10,11	4	
M-4-2.2	Puts together simple puzzles				3,10,11	4	
M-4-2.3	Strings small beads				3,5,6	4	
M-4-2.4	Rolls clay into snake shape				3,5,6	2	
M-4-2.5	Cuts on line with scissors				1,3,5,6,7	1	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
M-4-2.6	Folds square paper in half (edges meeting), imitating adult				3,5	2	
M-4-2.7	Drives nails and pegs with hammer				3,5,6	1	
M-4-2.8	Draws triangle, imitating adult				3,5,7	2	
M-4-2.9	Draws circle from model				3,5,7	2	
M-4-2.10	Draws square from model				3,5,7	2	
M-4-2.11	Draws cross from model				3,5,7	2	
M-4-2.12	Touches thumb to fingers of same hand, imitating adult				3,6	4	
M-4-2.13	Marches in time to repetitious beat				3,4,6	5	
M-4-2.14	Plays rhythm instruments to familiar song				3,4,6	5	
M-4-2.15	Sings parts of familiar song				1,3,5	3	
M-4-2.16	Points to areas of body touched by adult				3,4,5	4	
M-4-2.17	Draws picture of person with head, body, and eyes				1,3,5,6,7	2	
M-4-3	Oral Movement or Mouth and Jaw Control						
M-4-3.1*	Licks upper and lower lip in imitation or on command				3,6	4	
M-4-3.2*	Places tongue behind upper teeth on command				3,6	4	
M-4-3.3*	Imitates speech movements without sound production				3,6	4	
M-4-3.4*	Drinks liquids from straw, no spilling				1,6	2/5	
M-4-3.5*	Maintains closed mouth position except for eating, drinking or talking				1,6	8	

Objective Number	General Objective		Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
M-5-1	Fundamental Movement (Gross Motor)						
M-5-1.1	Runs through obstacle course, avoiding objects in path				3,5,6,1	2	
M-5-1.2	Runs tiptoe				3,5,6,1	2	
M-5-1.3	Skips on alternating feet				3,5,6,1	1	
M-5-1.4	Takes five steps on balance beam				2,3,5,6	3	
M-5-1.5	Kicks moving large ball				3,5,6	2	
M-5-1.6	Stands on one foot 5 seconds eyes open				1,3,6	5	
M-5-1.7	Catches ball in hands (not against body)				3,6,5	4	
M-5-1.8	Stands on one foot [illegible]-3 seconds, eyes closed				1,3	5	
M-5-1.9	Bounces large ball on floor and catches it with hands				2,3,5,6	1	
M-5-1.10	Maintains momentum on swing				3,5,6	2	
M-5-1.11	Jumps backwards (feet together) a distance of one foot				1,3,5,6	7	
M-5-1.12	Hangs from bar using overhand grip				3,6	2/5	
M-5-1.13	Jumps over 6 inch high rope				3,6	7/3	
M-5-1.14	Turns while jumping				6	8	
M-5-1.15	Throws ball underhand, with one had				1,5,6	2/7	
M-5-1.16	Jumps in different directions				6	8	
M-5-2	Skilled Movement or Visual-Motor or Fine Motor						
M-5-2.1	Winds thread on spool evenly				3,5,6	2	
M-5-2.2	Cuts cloth with scissors				3,5,6	1	
M-5-2.3	Places key in lock and opens lock				6,7	1	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
M-5-2.4	Matches six colors				3,10,11	4	
M-5-2.5	Draws diamond, imitating adult				3,5,6	2	
M-5-2.6	Prints letters or numbers, imitating adult				2,3,5, 6,7	2	
M-5-2.7	Spreads paste on one side of paper and turns over to stick to another paper				2,3,5, 6,7	2	
M-5-2.8	Cuts out pictures following general shape				3,5,6	2	
M-5-2.9	Connects two dots by drawing a line				3,5,7	2	
M-5-2.10	Rolls clay into a ball				3,6	2	
M-5-2.11	Puts together 8-10 piece puzzles				3,5,10, 11	4	
M-5-2.12	Draws circle, square, triangle, and cross without model				5,6	2	
M-5-2.13	Entertains self looking at books				1	5	
M-5-2.14	Finger paints				3,5,6	2	
M-5-2.15	Sings familiar songs				1,3,5	3	
M-5-2.16	Reproduces actions of familiar songs				1,3,6	4	
M-5-2.17	Plays rhythm instruments in simple pattern				11,3,6	1/5	
M-5-2.18	Draws picture of person with face, body, and extremities				2,3,5 6,10	2	

Objective Number	General Objective		Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-1-1	Attention						
P-1-1.1*	Responds to sound				1,4,5,6,7	3/7	
P-1-1.2*	Briefly sustains gaze at speaker				1,4,5,6,7	5	
P-1-1.3	Focuses on object				1,4,5,6,7	5	
P-1-1.4*	Shuts down response to repeated sounds				1,6	6	
P-1-1.5	Focuses on object and follows its movement briefly				1,4,5,6,7	5	
P-1-1.6	Shifts eyes toward sound				1,4,5,6,7	3/7	
P-1-1.7	Focuses on and follows an object, finding it again when it is momentarily lost				1,4,5, 6,7	3	
P-1-1.8	Smoothly follows with eyes a horizontally moving object				1,4,5, 6,7	5	
P-1-1.9*	Head turns to sound				1,4,5,6,7	3	
P-1-1.10	Follows horizontally moving object with head and eyes				1,4,5, 6,7	5	
P-1-1.11	Visually inspects objects				1,4,5,6,7	5	
P-1-1.12	Follows vertically moving object briefly				1,4,5, 6,7	5	
P-1-1.13	Head turns to sound followed by visual inspection				1,4,5, 6,7	3	
P-1-1.14	Follows vertically moving object with head and eyes				1,4,5, 6,7	5	
P-1-1.15	Visually follows object through circular movement				1,4,5, 6,7	5	
P-1-1.16*	Responds favorably to pleasant smells				1,4,5	7	
P-1-1.17	Responds differentially to pleasant and unpleasant smells				1,4,5, 11	3	
P-1-1.18*	Responds differentially to pleasant and unpleasant tastes				11	3	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-1-1.19*	Glances from one object or person to another				1,4	3	
P-1-1.20	Observes hands				1,4,6	3/5	
P-1-1.21*	Glances at object when placed in hand				1,4,6	4	
P-1-1.22	Scans environment				1,4,6	5	
P-1-1.23*	Looks around for visually removed speaker				1,4,6	5/3	
P-1-1.24*	Grasps object while looking at it				1,4,6	3	
P-1-1.25*	Looks at simple pictures in a book				1,4,6	3/5	
P-1-2	Imitation						
P-1-2.1*	Repeats model who imitates him/her				1,3	4	
P-1-2.2*	Imitates novel non-speech sounds (e.g., lip smacking, kisses, coughs)				1,3	4	
P-1-2.3*	Imitates motor behaviors that are already part of the child's capabilities (e.g., waves "bye-bye" when someone else waves "bye-bye")				1,3,6	4	
P-1-2.4*	Imitates familiar words				1,3,5	4	
P-1-2.5*	Spontaneously uses an appropriate behavior through delayed imitation (e.g., says "ahh" to doll or initiates "peek-a-boo")				1,3,4, 5,6,7	11	
P-1-2.6*	Imitates novel but simple behaviors				1,3,6	11	
P-1-2.7*	Imitates novel words				1,3,5	11	
P-1-3	Recall						

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-1-3.1*	Orients when stimulation changes				4	2/3	
P-1-3.2*	Anticipates feeding				4,5	6/3	
P-1-3.3	Repeats own action				1,3	3/8	
P-1-3.4	Reacts to sudden disappearance of an object or person				1,4	8	
P-1-3.5	Is aware of discrepancies				1,4	10	
P-1-3.6*	Anticipates familiar movement (e.g., in being picked up)				1,4,5	6/3	
P-1-3.7	Acts and then waits for expected effect to occur				1,3,6	3/5	
P-1-3.8	Finds a partially hidden object				1,3,6	3	
P-1-3.9	Visually anticipates the future position of an object (e.g., in peek-a-boo game in which the puppet keeps reappearing at the same place)				1,3,6	3	
P-1-3.10	Resumes interrupted activity				1,4,5,6,7	7	
P-1-3.11*	Rejects strangers initially but adapts over time				1,3	3	
P-1-3.12*	Responds with recognition when his name is stated (e.g., stops activity and listens when he hears his name)				1,4,5 6,7	4	
P-1-3.13	Finds an object hidden in view of the child in the same place repeatedly				1,3,6	4	
P-1-3.14	Finds an object hidden in view of the child in varied locations				1,3,6,7	4	
P-1-3.15	Recognizes proper orientation of objects (e.g., reverses baby bottle)				1,3,6	4	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-1-3.16	Keeps goal in mind while using indirect means				1,3,4	10,5	
P-1-4	Concept Formation						
P-1-4.1	Responds differentially to colors (e.g., chooses brightly colored objects over drab objects)				4,3,1	3	
P-1-4.2*	Recognizes familiar words (other than own name), e.g., looks toward common object or family member named				1,4,6	3	
P-1-5	Grouping						
P-1-5.1	Is aware of discrepancy				1,4,5,6,7	10/3	
P-1-6	Sequencing						
P-1-6.1	Matches by size: large and small				1,3	4	
P-1-7	Application of Principles						
P-1-7.1*	Attracts attention of the caregiver				1,3,5,6,7	3/10	
P-1-7.2	Repeats an action involving feedback (e.g., shaking a rattle)				1,3	3/11	
P-1-7.3	Adapts means (e.g., can obtain an object from more than one location, i.e., reach up as well as down)				1,3	11	
P-1-7.4	Uses a single modality to search for an absent object (e.g., sight only)				1,3,5	11	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-1-7.5	Regains a dropped or lost object				1,3,6	4	
P-1-7.6	Child activates object by non-mechanical action				1,3,6	11	
P-1-7.7	Moves several objects in turn				3		
P-1-7.8	Displaces barriers (e.g., climbs over or pushes aside gate)				1,3,6	4	
P-1-7.9	Uses more than one modality at a time in searching for an absent object (e.g., uses cues from sight and hearing)				1,3,5, 6,7	11	
P-1-7.10	Waits without distress for an adult to do something for him				1,3,5, 6,7	5	
P-1-8	Creativity						
P-1-8.1*	Visually inspects objects				1,4,6	5	
P-1-8.2*	Scans environment				1,4,6	5	
P-1-8.3*	Occupies self unattended				1,4	5	
P-1-8.4*	Enjoys visual display				1,4	7	
P-1-8.5*	Explores object through manipulation				1,4,6	2/5	
P-1-8.6*	Vocalizes amusing sounds (e.g., coughs, animal sounds)				1,5	2/5	
P-1-8.7*	Varies activity in play (i.e., substitutes play for stereotypic activity)				1,4,6, 6,7	2/5	
P-1-8.8*	Explores a new setting when secure				1,4,5, 6,7	2/5	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-2-1	Attention						
P-2-1.1*	Understands and responds to the direction, "Look at me"				1,4,5, 6,7	4	
P-2-1.2*	Sits when asked to do so				1,4,11	4	
P-2-1.3	Looks at a distant object when his attention is directed to it by parent or teacher				1,4,6	3	
P-2-1.4*	Looks at named object within an array				1,4,6,11	4	
P-2-1.5*	Looks at pictured object in an array as it is named (one word) by parent or teacher				1,4,6,11	4	
P-2-1.6*	Attends to longer verbalizations when they are accompanied by frequent descriptive actions				1,4,6	5	
P-2-1.7*	Attends to longer verbalizations not accompanied by descriptive actions				1,4,6	5	
P-2-2	Imitation						
P-2-2.1*	Imitates a familiar complex behavior (e.g., one involving a limb and an object) when given the signal, "(child's name), do this" and a model (e.g., throwing a ball, hitting one's head)				1,3,6	4	
P-2-2.2*	Imitates a novel complex behavior				1,3,6	4/11	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-2-2.3*	Imitates a combination of a motor and speech or pre-speech sound when given the signal, "(child's name), do this"			1,3,6,5	4		
P-2-2.4*	Imitates gross motor behaviors reliably			1,3,6	4		
P-2-2.5*	Imitates fine motor behaviors reliably			1,3,6	4		
P-2-2.6*	Imitates speech reliably			1,3,5,6	4		
P-2-3	Recall						
P-2-3.1*	Repeats performance laughed at			1,6	5/3		
P-2-3.2	Names absent objects or persons			1,4,10	3		
P-2-3.3	Finds buried object (i.e., under several layers)			1,4,10	4		
P-2-3.4*	Goes to location named (e.g., "Go to your bedroom)			1,4,5,6	4		
P-2-3.5	Keeps goal in mind while shifting locations (e.g., going inside to get a cookie)			4	4		
P-2-3.6*	Assumes a familiar role (e.g., pretends to clean house)			1,3,8	2		
P-2-3.7	Finds object dumped from a container into hiding place			1,3,10	4		
P-2-3.8	Shows awareness of household routines			1,3,10,8	2		

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-2-3.9	Searches for an object which has "magically disappeared" (e.g., in hands-behind-back hiding game, he knows "it" must be somewhere)				1,3,5,10	5/4	
P-2-3.10*	Remembers and correctly completes two simple related directions (e.g., "Go to your room and bring back a book to me")				1,2,3,5	4	
P-2-4	Concept Formation						
P-2-4.1	Matches on the basis of color (e.g., puts red peg in red cylinder and blue peg in blue cylinder)				11	4	
P-2-4.2*	Indicates object named in response to "Where is ____?" (e.g., shows shoe or points to hair)				4,11	4	
P-2-4.3*	Names an object singly presented in response to "What's this?" or a person in response to "Who's that?"				4,11	4	
P-2-4.4*	Points to pictured object (within an array) in response to "Where is ____?" or "Show me the ____?"				4,11	4	
P-2-4.5*	Names a picture (singly presented) in response to "What's this?" or "Who's that?"				4,11	4	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-2-4.6*	Names a picture (within an array) in response to "What's this?" or "Who's that?"				11,4	4	
P-2-4.7*	Selects an object named from among an array				4,11	4	
P-2-4.8*	Can answer questions in the form "What's_____ doing?"				3,4,11	4	
P-2-5	Grouping						
P-2-5.1	Recognizes an object misplaced in a homogeneous array (e.g., one car in a set of dolls)				3,4,11	4	
P-2-5.2	Groups objects by kind (e.g., cars and blocks)				3,4,11	4	
P-2-5.3*	Shares divisible items				1,3,6	3	
P-2-6	Sequencing						
P-2-6.1	Following a model, reproduces a sequence of two objects				3,5,6,7	4	
P-2-6.2	Identifies the "big" object				3,11	4	
P-2-6.3	Answers the question relative to one large and one small object, "Which one is big?"				3,11	4	
P-2-7	Application of Principles						
P-2-7.1*	Uses gestures to make wants known				1,3,5,6	3/11	
P-2-7.2*	Uses speech to attract attention				1,3,5	3/11	
P-2-7.3	Solves a detour problem (e.g., goes around couch to get ball which rolled under it)				3,10	11	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-2-7.4	Infers causes from observing effects (e.g., looks for person jiggling a mobile)				1,3,10	11	
P-2-7.5	Predicts effects from observing causes (e.g., looks to bottle to see dropped block fall into it)				1,3,10	11	
P-2-8	Creativity						
P-2-8.1	Recognizes when an object is novel				11	10	
P-2-8.2*	Engages in solitary play if secure				1	2/5	
P-2-8.3	Demonstrates a sense of humor				1,3,5	10	
P-2-8.4*	Explores the out-of-doors				1,3,5,6,7	2/5	
P-2-8.5*	Enjoys simple discrepancy (e.g., adult peeking from behind a new place)				9,1	2	
P-2-8.6	Uses own body rhythmically (i.e., as in dance)				1,3,4	2	
P-2-8.7	Uses objects in varied combination to form structures				1,3	2	
P-2-8.8	Uses own body representatively but concretely (i.e., to form a teapot)				1,3	2	
P-2-8.9	Attributes representation to his own drawings				1,3	8	

Objective Number	General Objective		Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-3-1	Attention						
P-3-1.1	Attends to teacher during lesson (e.g., head oriented toward teacher with minimal extraneous body motion)				3,5,6	5	
P-3-1.2	Looks at object(s) for increasing lengths of time (or number of instances) prior to reinforcement when teacher says, "look" and points				1	5	
P-3-1.3	Looks at moving object(s) for increasing lengths of time (or number of instances) prior to reinforcement (e.g. toy train, TV; etc.)				1	5	
P-3-1.4	Attends to sound(s) by looking in that direction for increasing lengths of time (or number of instances) prior to reinforcement				1	5	
P-3-1.5	Engages in play or games for increasing lengths of time (or number of tasks) prior to reinforcement (e.g., building blocks)				1	5	
P-3-1.6	Attends during group "lessons" or activities for 5-10 minutes with some adult prompting, e.g., adult says "look", "listen", etc., periodically				1,4,5, 6,7	2/5	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-3-2	Imitation						
P-3-2.1	Imitates a sequence of two simple motor behaviors involving own body (e.g., pat head, touch nose; or raise hand, clap hands)				1,2,3,6	4	
P-3-2.2	Imitates sequence of two behaviors--one verbal and one motor, e.g., say "hello" and sit down				1,2,3,5	4	
P-3-3	Recall						
P-3-3.1	Indicates object which was removed from a few other objects (e.g., present several objects on tray, then remove one)				3,4	4	
P-3-3.2	Indicates (names or points out) an object when the length of time between presentation and recollection is delayed, e.g., "Do you remember what you ate at snack?"				3,4,10	4	
P-3-3.3	Recalls (by naming, imitation, etc.) specific labels, movements, locations, etc., from lesson when prompted by "Do you remember ?"				3,4,10	4	
P-3-4	Concept Formation						
	Color						
P-3-4.1	Points to correct primary colors when they are named				11	4	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-3-4.2	Points to secondary colors when they are named			11	4		
P-3-4.3	Names primary colored objects when asked; "What color is this?"			5,11	4		
P-3-4.4	Solves match-to-sample problems (e.g., when shown different shapes, the child chooses those that are the same shape as the sample)			4,11	4		
P-3-4.5	Repeats shape names after a model			3,5	4		
	Size (big, little; small, large; long, short; thick, thin)						
P-3-4.6	Points to correct size when it is named			11	4		
	Position (e.g., top-bottom; inside-outside; up-down; above-below-between; front-back-side; on-in-under; near-far; right-left)						
P-3-4.7	Solves match-to-sample position problems (e.g., when shown different positions, child chooses those that are the same as the sample)			4,11	4		
P-3-4.8	Repeats position names after a model			3	4		

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-3-5	Grouping						
P-3-5.1	Groups objects which vary only in color			11,5,6,7	4		
P-3-5.2	Groups objects which vary only in shape			11,5,6,7	4		
P-3-5.3	Groups objects by other single dimensions, e.g., size, sex			11,5,6,7	4		
P-3-6	Sequencing						
P-3-6.1	Following a model, reproduces a sequence of three objects			2,3,5, 6,7	4		
P-3-6.2	Following a model, reproduces a sequence of more than three objects			2,3,5, 6,7	4		
P-3-7	Applications of Principles						
	Solves problems involving deduction of a verbal label						
P-3-7.1	Labels object based on verbal information given (e.g., progressively tell child parts of an animal until child can correctly guess the animal)			4,3,10	5/3		
P-3-7.2	Labels object based on visual information given (e.g., progressively show child parts of a picture until child can correctly guess the object)			4,3,10	3/4		

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-3-8	Creativity						
P-3-8.1	Names objects and events even at times when labeling is not the planned objective				1,3,4	11	
P-3-8.2	Prefers novel objects					3	
P-3-8.3	Imitates various behaviors of others, even when imitation is not a planned objective				1,3,5, 6,7,8	11	
P-3-8.4	Uses newly learned behaviors in varied settings, e.g., sings songs at home that have been learned in school				1,3,5, 6,7	11	
P-3-8.5	Uses various objects for several purposes, e.g., uses blocks for buildings, for roads, as cars, as tables, etc.				1,3,5, 6,7	11	
P-3-8.6	Uses own body representatively and abstractly (e.g., to form a letter or to represent anger)				3,5,6,7	11	
P-3-8.7	Attributes representation to program music				1,3,5, 6,7	8	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-4-1	Attention						
P-4-1.1	Persists at most age appropriate tasks (e.g., puzzles, art activity) until completion and with minimal prompts from adults				1	5	
P-4-1.2	Attends for group activities of 10-15 minutes with little prompting from adults (e.g., story times, game circles)				1	5	
P-4-1.3	Switches attention appropriately during lessons or activities, e.g., moves from listening to watching, moves from watching one object to watching another object				1,4	3	
P-4-1.4	Attends to critical incidences in stories, e.g., in the picture story book "The Fat Cat", child notices that the cat gets larger on each page.				1,4	10	
P-4-1.5	Attends to selected aspects of a situation when requested to do so, e.g., looks at the longest stick when teacher requests				1,4	3	
P-4-2	Imitation						
P-4-2.1	Imitates a sequence of two behaviors involving limb and object (e.g., pound with hammer, throw ball, or kick ball, sit down on chair)				2,3	4	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-4-2.2	Imitates a sequence of two behaviors where one involves a discrimination problem, e.g., touch the red triangle (from an array of red, blue & yellow triangles)			2,3	4		
P-4-2.3	Does repetitive imitation tasks, e.g., plays follow the leader			2,3,4	3/5		
P-4-2.4	Imitates a pictured event, e.g., sticks out tongue as child in picture is doing			3,4	4		
P-4-3	Recall						
P-4-3.1	Indicates which objects from many were shown previously (e.g., show child few objects, child hides eyes while teacher takes objects away, child names objects previously seen)			3,4,5	4		
P-4-3.2	Recites verbal sequences from day to day, e.g., phone number, alphabet, numbers 1-20, spelling of name			2,3,5	4		
P-4-3.3	Recalls by showing or telling a simple daily routine sequence, e.g., at lesson time, "First we find out seats, then we get out boxes, then we take out our felt shapes"			2,3,5 6,7	4		

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-4-3.4	Recalls by showing or telling sequences involving an auditory signal, e.g., teacher asks, "What do we do when the timer rings?", child answers, "Pick up"				3,8	4	
P-4-3.5	Recalls various incidental occurrences after a period of time, when questioned, e.g., "Do you remember what Mary was wearing today?" "Do you remember what the policeman had pinned on his shirt?"				1,3,4	4	
P-4-4	Concept Formation						
	Color						
P-4-4.1	Names secondary colored objects when asked, "What color is this?"				11,5	4	
	Shape, (circle, square, triangle, rectangle)					4	
P-4-4.2	Points to correct shape when named. Names shape when asked, "What shape is this?"				11,5	4	
	Size (big, little; small, large; long, short; thick, thin)						
P-4-4.3	Names sizes when asked, "What size is this?"				5,11	4	
	Sensory experiences (tastes, odor, texture, temperature)						

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-4-4.4	Solves match-to-sample problems involving a sensation (e.g., when presented with different textures, the child chooses those that are the same as the sample)				4,5,11	4	
P-4-4.5	Repeats names of sensations after a model				4,5,11	4	
P-4-4.6	Recognizes sensations when named (e.g., "Give me the rough paper")				4,5,11	4	
P-4-4.7	Names sensation when asked (e.g., "How does this taste?"				11	4	
	Properties of sound (pitch, intensity, tempo)						
P-4-4.8	Solves match-to-sample sound problems (e.g., when presented with different sounds child chooses ones that are the same as the sample)				4,11	4	
P-4-4.9	Repeats names of sound properties after a model				3	4	
	Position (top-bottom; inside-outside; up-down; above-below-between; front-back-side; on-in-under; near-far; right-left)						
P-4-4.10	Points to correct position when it is named (e.g., "Show me the top.")				6,11	4	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
	Number						
P-4-4.11	Solves match-to-sample number problems (e.g., when shown pictured numerical representations, child chooses those that are the same as the sample)				4,11	4	
P-4-4.12	Repeats numbers after a model				3,5	4	
P-4-4.13	Identifies number symbols 1-10 when named				4,11	4/6	
P-4-4.14	Identifies by naming number symbols 1-10				11	4/6	
	Measurement (long-short; heavy-light; more-less; deep-shallow, etc.)						
P-4-4.15	Solves match-to-sample measurement problems (e.g., when shown a long line, child chooses other long lines)				4,11	4	
P-4-4.16	Repeats measurement names after a model				3,5	4	
P-4-4.17	Recognizes measurement names when they are named (e.g., "Show me the long pencil")				4,11	4	
P-4-4.18	Uses measurement names when asked for specific information (e.g., "Is the book heavy or light?"				11	4	
	Time (day-night; seasons, first, second, third, etc.)						

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-4-4.19	Solves match-to-sample problems involving time names (e.g., when shown different time depictions, child chooses ones that are the same as the sample)			4,11	4		
P-4-4.20	Repeats time name after model			3,5	4		
P-4-4.21	Points to correct time depictions when they are named (e.g., "Show me the winter picture.")			4,11	4/6		

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-4-5	Grouping						
P-4-5.1	Groups objects which vary in a single dimension (select dimensions from concepts recently learned, e.g., thick-thin)				4,11	4	
P-4-5.2	Groups objects based on quantitative concepts, e.g., groups sets of one and sets of two (where sets are depicted on cards) groups rods of same length into piles				4,11	4	
P-4-6	Sequencing						
P-4-6.1	Reproduces a sequence of objects from a display of sequenced objects				2,3	4	
P-4-6.2	Reproduces a sequence of objects from a pictured display				2,3,4,5	4	
P-4-6.3	Reproduces a sequence of up to five auditory remarks, e.g., numbers, cords				2,3,4,5	4	
P-4-6.4	Labels sequences of objects or depictions from left to right				2,3,5	4	
P-4-6.5	Says all alphabet letters in sequence				2,3,5	4	
P-4-6.6	Counts by rote in correct sequence up to 10				2,3,5	4	
P-4-6.7	Correctly counts objects and events in time up to 10				2,3,4,5	4	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-4-7	Applications of Principles						
P-4-7.1	Solves problems involving cause-effect relationships (e.g., when shown a picture of a balloon being popped by a pin, the child selects a picture of a deflated balloon as the result)				1,3,10,8	4	
P-4-7.2	Solves problems involving memory of a fact, e.g., peanut is placed under one of three cups and cups are moved; child is asked to find the peanut.				1,3,4,10	6,4	
P-4-7.3	Solves problems using inductive strategies for sequencing, seriating and grouping, e.g., solves problems by inducing an effective sequencing or sorting strategy, e.g., when presented with 10 cards to sort into two boxes, (one box has one dowel rod protruding from it; the other has two dowel rods protruding from it; the cards have one or two holes in them); solves problems by inducing an effective "rule" for seriating (e.g., correctly stacks a graduate stacking toy)				1,3,4,10	8	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-4-8	Creativity						
P-4-8.1	Interacts spontaneously with materials and activities going on in room				1,3,4	11	
P-4-8.2	Recognizes and interacts with new equipment and activities in the room				1,3,4	3	
P-4-8.3	Asks questions concerning labels of new objects and events				1,3,4	3	
P-4-8.4	Shows fluency in both verbal and non-verbal tasks, e.g., names many objects in a certain setting even though the child is not there (e.g., "What toys are in your bedroom?")				1,3	3	
P-4-8.5	Experiments with color, line, form and space during art and craft activities, e.g., is not restricted by doing only what has been demonstrated by another				1,3	3	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-5-1	Attention						
P-5-1.1	Persists at tasks in spite of distracting events (e.g., interruptions by sounds or persons)				1	11/5	
P-5-1.2	Attends to progressively more abstract concepts in situations when appropriate, e.g., after seeing the story Hansel and Gretel and asked to tell about the children, child makes some responses concerning how the children might have felt (frightened, hungry, etc.)				1	11	
P-5-1.3	Attends to details of various situations when requested, e.g., when asked to name all the items on the blackboard, when asked to name all the sounds one can hear for 2 minutes				1,4	4	
P-5-1.4	Attends during group activities 20-25 minutes long				1	5	
P-5-2	Imitation						
P-5-2.1	Imitates a sequence of three behaviors involving own body (e.g., pat head, touch nose, then clap hands; or touch toes, raise arms, then pull ears)				2,3,6	4	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-5-2.2	Imitates a sequence of three behaviors involving own body (raise hand, close eyes) and involving an object (kick ball, pick up book)				2,3,6	4	
P-5-2.3	Imitates a sequence of 3 pictured events				2,3,5, 6,7	4	
P-5-2.4	Imitates patterns of auditory stimuli, e.g., beats drum first hard, then softly; sings word "Hello" with the first syllable on a high note, the second on a low note				2,3,5, 6,7	4	
P-5-2.5	Imitates procedures of up to four steps, e.g., teacher demonstrates how to make a holiday greeting card and child imitates				2,3,5, 6,7	4	
P-5-3	Recall						
P-5-3.1	Arranges objects to match original sequence viewed (e.g., place three toys in a row, have child look, then ask child to reproduce the original sequence from memory)				2,3,4	4	
P-5-3.2	Recites progressively more verbal information about self, e.g., tells address, name of school, weight				1,3	3	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-5-3.3	Retells stories and events, remembering critical incidents				1,3,4	4/5	
P-5-3.4	Recalls various incidental abstract and complex occurrences after a period of time, e.g., after visiting a dairy, child tells or shows how the cows are milked (complex) or tells how happy everyone was to eat ice cream on such a hot day (abstract)				1,3,4,10	6/3	
P-5-3.5	Recites longer verbal sequences, e.g., nos. 1-50, 1-100				1,2	3	
P-5-4	Concept Formation						
P-5-4.1	Uses color names when asked to describe objects				10,11	4	
P-5-4.2	Recognizes written color names				11	4/6	
P-5-4.3	Uses shape names when asked to describe objects				10,11	4	
P-5-4.4	States relevant characteristics of shapes (e.g., "A square has four sides")				11,3,5	4	
P-5-4.5	Recognizes written shape names				11	4/6	
P-5-4.6	Uses size words when asked to describe objects				10,11,3	4	
P-5-4.7	Recognizes written size words				11	4/6	
P-5-4.8	Uses sensation names when asked to describe objects or events (e.g., "Tell me about your jello.")				3,10,11	4	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-5-4.9	Recognizes written sensation names				11	4/6	
P-5-4.10	Recognizes sound properties when they are named (e.g., "Tell me when you hear a high sound")				11	4/6	
P-5-4.11	Uses sound labels when asked to describe auditory experiences				3,10,11	4	
P-5-4.12	Uses position names when asked, "Where is the object?"				3,10,11	4	
P-5-4.13	Uses position names when asked to describe situations				3,10,11	4	
P-5-4.14	Recognizes written position names				11	4/6	
P-5-4.15	Points to correct number when it is names, 10-20				3,11	4/6	
P-5-4.16	Names number when asked, "What number is this?" 10-20				3,11	4/6	
P-5-4.17	Uses number names when asked "How many (objects) are here?" (objects up to ten)				3,11	4	
P-5-4.18	Uses number names when asked to describe situations				3,10,11	4	
P-5-4.19	Identifies number groups as "smaller" than _____ or "larger" than _____				11	4	
P-5-4.20	Labels number groups as "smaller or larger than _____."				11	4	
P-5-4.21	Identifies group that has "more" than _____.				11	4	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-5-4.22	Labels groups as having "more or less than ."				11	4	
P-5-4.23	Adds objects to a group when asked to make that group "larger"				3,11	4	
P-5-4.24	Takes away objects from a group when asked to make that group "smaller"				3,11	4	
P-5-4.25	Uses measurement names when asked to describe a situation				3,10,11	4	
P-5-4.26	Recognizes written measurement names				11	4/6	
P-5-4.27	Uses speed names when asked to describe a situation				3,10,11	4	
P-5-4.28	Recognizes written speed names				11	4/6	
P-5-4.29	Uses time names when asked specific questions (e.g., "Where is Mary in the line")				3,10,11	4	
P-5-4.30	Uses time names when asked to describe situations				3,10,11	4	
P-5-4.31	Recognizes written time names				11	4/6	
	Language Arts Concepts						
P-5-4.32	Identifies correct letters when hears specific sound symbols				11	3/4/6	
P-5-4.33	Responds with phonetic sounds when shown specific sound symbols				11	3/4/6	
P-5-4.34	Names lower case letters				11	3/4	
P-5-4.35	Names upper case letters				11	3/4	
P-5-4.36	After reading a word, identifies its meaning by answering a question, pointing to a picture, etc.				3,10,11	4	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-5-4.37	Reads sentence and indicates its meaning			11,10,3	4		
P-5-5	Grouping						
P-5-5.1	Groups objects which vary in 2 dimensions, e.g., groups objects which vary in color and shape only (red squares red circles, blue squares, blue circles); Groups objects which vary in shape and size only (large circles, small circles, large triangles, small triangles); Groups objects which vary in size and color only (large red circles, small red circles, large green circles, small green circles)			2,3,11	4		
P-5-5.2	Groups objects or events based on class membership, e.g., groups objects which belong to the class of animals. Groups objects which belong to the class of food. Groups objects which belong to the class of clothing. Groups objects which belong to the class of furniture.			5,3,11	4		

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-5-5.3	Groups objects or events by smaller class membership, e.g., groups objects which belong to the class of animal by species, wild, domestic, etc. Groups objects which belong to the class of food by basic food groups (e.g., fruits, vegetables, meats). Groups objects which belong to the class of furniture of location in the house (e.g., kitchen, bedroom, porch). Groups sounds which belong to classes of animals, e.g., cats, birds.				5,3,11	4	
P-5-5.4	Groups objects or words on the basis of common use or function. Groups objects that are a form of transportation (e.g., car, boat, train). Groups objects that are used for protection against weather (e.g., coats, mittens, scarfs). Groups objects that are edible (e.g., orange, bread)				3,5,11	4	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-5-6	Sequencing						
P-5-6.1	Orders objects on a basis of degree of specific physical characteristics; Puts pictured objects in order of increasing degree of quality (e.g., largeness); Puts pictured objects in order of decreasing degree of quality (e.g., redness)				2,3,5,11	4	
P-5-6.2	"Sounds out" words of three sound units in correct sequence				2,3,7	4	
P-5-6.3	Blends up to three sound units correctly into a word				2,3	3/4	
P-5-6.4	Reads sentences in correct sequence				2,3	4	
P-5-6.5	Correctly counts objects and events in time up to 20				2,3,6,5	4	
P-5-7	Applications of Principles						
P-5-7.1	Solves problems involving deduction of a sequence, e.g., solves problems by completing a given sequence (e.g., boy rolling big snowball, stacking smaller snowball on first one, child selects completed snowman); Solves problems by selecting missing item of a sequence (e.g., girl building tower of blocks, empty space, blocks scattered on floor, child selects picture of tower being kicked)						

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-5-7.2	Solves problems involving the application of facts and principles to specific situations, e.g., Solves problems involving conservation of mass, length, weight and volume by making statements of some, more or less; Solves problems involving sorting and sequencing on the basis of a previously stated rule (e.g., put your beads so they are red, blue, red, blue); Solves problems involving "If--then" statements (e.g., if you see a red light, then you _____ your car); Solves problems involving "if--then" statements in which the child makes a verbal response based on the information given (e.g., if Tom has a red bike, then is this Tom's bike?--point to a green bike)				2,3,10,8	4	
P-5-7.3	Solves problems involving prediction when only partial solutions are given, e.g., Predicts completion of a sequence of concrete objects ("What comes next?"); Predicts completion of a pictured or drawn sequence				2,3,10,8	2/4	

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
	of objects ("What comes next?"); Indicates (names or points out) an object when only relevant characteristics are given (e.g., "What shape has three sides and three points?")						
P-5-7.4	Solves simple problems involving recall of a rule, e.g., child correctly completes counting tasks when asked to: Count to a specific number; Counts from a specific number; Counts from a specific number to a specific number			2,3,11	4/6		
P-5-7.5	Solves problems involving recall of more than one procedure, e.g., Counts objects and/or events in time and then depicts them by choosing a number; Demonstrates "plussing" by cumulatively adding (counting) two sets of objects and then chooses or writes the correct number			2,3,10,11	1/4		
P-5-7.6	Answers factual questions based on sentences child has read			3,4,10	4/6		

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-5-7.7	Solves problems by verbalizing an effective sequencing or sorting strategy (e.g., when given a sorting box and various geometric shapes, child says "this one (ball) goes in here (points to circle) because it is round.")			1,3,10,8	1/3		
P-5-7.8	Solves problems involving a combination of grouping on the basis of similarities (comparison) and sorting on the basis of differentiation (e.g., when shown four pictures in which one is different, child states which one is different).			1,3,10,8	4		
P-5-7.9	Answers questions concerning extra added features of an object or features that are missing (e.g., "What's funny about this?" While showing picture of table with a missing leg).			3,4,5, 6,7	4		
P-5-7.10	Discusses how two objects are alike or different (e.g., "How are a football and baseball alike?")			3,4,5, 5,7,10	1/3		

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-5-7.11	Makes inferences as to probable 'antecendent' event for a specific consequential event. (e.g., When shown a photo of a burned cake in an oven, child responds to the question, "Why is the cake burned?")			2,3,4,11	3		
P-5-7.12	Makes statements about how to evaluate the correctness of a possible solution when attempting to solve simple problems (e.g., when playing feely-meely and looking for a cotton ball, the child responds to the question, "How do you know it's a cotton ball?" ans. "It feels soft.")			3,4	2/3		
P-5-8	Creativity						
P-5-8.1	Shows flexibility in problem solving; Chooses a factual approach to a problem rather than one that is not factual but has popular support (e.g., even though sufficient adults may say that a piece of metal will float, the child chooses to test it in water)			3,11	3		

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials:
P-5-8.2	Groups objects in a variety of categories, (e.g., the child responds to "How many things can you tell me about a block?")			3,10,8	3		
P-5-8.3	Changes technique while solving a problem (e.g., first putting a puzzle together using matching colors as cues, then finishing it by using shape of puzzle piece as cue).			2,3,4,10	3		
P-5-8.4	Predicts consequences to "fantasy" situations, (e.g., "What would you do if you lived at the South Pole?")			3,4,8	3		
P-5-8.5	Makes acceptable suggestions when several others have already been made, (e.g., the teacher says, "We are thinking of naming our turtle 'Boxer,' 'Gus,' or 'Spots.' Do you have any suggestions?")			3,10	8		

Objective Number	General Objective	Pretest	Date Begun	Date Ended	Strategy	Evaluation Technique	Comments: Activities: Materials: